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ABSTRACT

This volume presents three case studies of Teacher Corps Youth Advocacy Projects. The three projects selected represent the diversity inherent in Teacher Corps in setting, population, local education agency sites, and theoretical approach to the education of troubled youth. The focus of the study of the Arizona State University Project, which is in an urban setting, was on the development of personnel and community members in School Improvement Teams to change the educational system's capacity for improvement. The populations involved were Native Americans and Mexican Americans. The Kanawha County/West Virginia University study focused on personnel development, including involving community members in the problems of youth, the competencies necessary to complete high school, and diagnostic and prescriptive methods of enhancing basic skills. The population involved was black, Appalachian, and other minority youth. At the University of Maine at Orono/Old Town Schools, the setting was rural and the focus of the study was on personnel development directly affecting troubled behavior, such as behavior management, classroom management, adolescent psychology, student counseling, individualized instruction, and institutional collaboration within and between groups. The population involved was Native American and French American. For each case study, there is a description of: (1) focus; (2) components of the project; and (3) sites and project activities, including the personnel development-intern component, evaluation and documentation activities, and interrelationships between groups. (JD)

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TEACHER CORPS

YOUTH ADVOCACY TRAINING RESOURCE

Volume III
Case Studies

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Office of Education Research and Improvement
U.S. Department of Education
Washington, D.C. 20202

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The Youth Advocacy Training Resource

was prepared for

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by

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I. INTRODUCTION

This Volume presents three case studies of Teacher Corps Youth Advocacy Projects visited in January, March, and May of 1980. A two-week field visit to each permitted the researcher to review the activities of participants in the Projects and to describe what was happening at each. The case studies are presented according to the order of the visits.

A. Expectations and Reality

Before beginning the field trips to Project sites, the researcher collected, reviewed, and organized a review of literature on the education of troubled youth. Certain expectations of strategies and effectiveness vis-a-vis those described in Teacher Corps Project continuation proposals developed over the course of this review.

The review of theory, research, and programs showed that there are different strategies for working with troubled youth. Some focus on institutional changes in school, juvenile justice, and economic systems. Others focus on individual behavior change in troubled youth by changing teacher behavior in the classroom, parent behavior at home, or the school's response in determining the consequences of troubled behavior. The review repeatedly pointed out that separate programs are most frequently established in order to accomplish behavior change in youth.

The review of Teacher Corps Project original and continuation proposals showed that Local Educational Agencies require different kinds of assistance in the area of the education of troubled youth. Therefore, local projects are both working in the area of personnel development to affect troubled behavior and in the area of institutional change and collaboration. Influencing all these efforts is the phenomenon of the Federal Project used as an instrument to improve the educational opportunities of troubled youth.

There is more involved, then, than the behavior change of a specific group of secondary school students. There are issues of a project's operations, staff, and coordination of delivery of services. A visit to the project shows that the structure itself is important in the impact on educational opportunities for this group of students. For this reason the case studies are organized into sections about the focus, the project structure, and project-sponsored activities in areas such as personnel development. These areas were pointed out to the researcher as important in coverage of the project experience.

The expectations established by reading the description of the project's activities, objectives, and evaluation activities in the continuation proposals were hardly preparation for the actual operations. Since the proposals are written in the early part of the operations year, they are a good description of what happened in the previous year. However, they are not necessarily indicative of the future. Planning efforts are not completed, negotiations with LEA's are often incomplete, and/or participants may change. The researcher expected to find evidence of specific activities and was told frequently that that was not accomplished, or it was currently being tried.

Since schedules were subject to change, the anticipated opportunities for observing the impact of the project on troubled youth were not always realized. Interns were sometimes changing school sites, or semesters. It was not always possible to see them in action with youth in trouble. Similarly, to see the participation of teachers in in-service courses was not to understand the impact of the courses in their future interactions with troubled youth, or the changes in the school due to their enlightenment. It was necessary to place into perspective the general knowledge of the project gained through reading about it and report on what was actually happening while at the site.

B. Selection of Sites

The process of selection of sites was structured by the activities of a review of project proposals and informal interviews with the Teacher Corps

Project Officer and Teacher Corps/Washington administrators. The purpose of this review was to develop a matrix of project characteristics, designed to highlight similarities and differences between the ten Youth Advocacy Projects. These characteristics were:

- Setting of site for delinquent youth
- Geographic location of project
- Geographic setting
- Age of program in 78-79 cycle
- Education levels of student populations
- Ethnic composition of student populations
- Type of troubled behavior addressed in educational programs at the sites.

In addition, consideration was given to the participation of projects in other on-going studies, such as the SRI evaluation study and analysis of cost benefit. There was concern that requesting participation in further research would be overburdening these projects with scheduling, administrative, and visiting activities.

Considering the year of cycle for each project led to further elimination of choices. Those projects in the midst of their planning year were ruled out. Since the purpose was to gather information about project operating activities, these projects would not have such activities ongoing at the time of the field visits.

The three projects selected represent the diversity inherent in Teacher Corps; a diversity of setting, population, LEA sites, and theoretical approach to the education of troubled youth:

- Arizona State University: Urban setting; Sites: Bostrom Alternative Center for Education an educational program for delinquents and dropouts, Booker T. Washington elementary school, Lincoln-Herrera a combined elementary and junior high, and Phoenix Union High School. Focus: development of personnel

and community members in School Improvement Teams to change system capacity for improvement. Populations: Native Americans and Mexican Americans.

- Kanawha County/West Virginia University: Appalachian region, industrial and rural; Sites: Cabell Youth Advocacy Center an educational program started by the Vocational Department of the Kanawha County Schools for dropouts and expanded to include behaviorally disordered youth, Stonewall Jackson High School and Roosevelt Junior High School both with in-school alternative to suspension programs. Focus: Personnel development including community members in the problems of youth, the competencies necessary to complete high school, diagnostic and prescriptive methods of enhancing basic skills. Populations: Black, Appalachian youth, and other minorities

- University of Maine at Orono/Old Town Schools: Rural setting; Sites: Maine Youth Center a juvenile correctional facility for the State, four Group Homes, residential alternatives to institutionalization, Old Town schools: Old Town High School and Joseph A. Leonard Junior High, Southern Penobscot Regional program for behaviorally disordered youth. Focus: Personnel development directly affecting troubled behavior, such as behavior management, classroom management, adolescent psychology, counseling students, individualizing instruction; and institutional collaboration within groups and between groups. Population: Native American, French American.

C. Methodology

The intention in the use of ethnographic methodology--interview, observation, and document review--was to allow a description of the project culture--activities of participants, rules, and focus--to emerge and provide data for a case study of the experience of a Youth Advocacy Project.

To meet the requirements of this methodology the following activities were undertaken at the sites: (1) reviews of continuation proposals, evaluations and documentations of project activities (training sessions, for example), papers by project participants, newsletters, and other project products; (2) interviews with interns, team leaders, project management staff, Community Council members, Policy Board members, adjunct personnel, and site personnel (principals and teachers) about project activities, training needs, and policy changes in the area of troubled youth; (3) observations of intern meetings, Community Council and Policy Board meetings, site environments, interns in classrooms, staff members, inservice courses, and consultant sessions; and (4) participation in orientations to sites by project staff.

D. Limitations of Methodology

The theory behind the importance of field visits is that by going to a project setting one can learn what is actually happening there. At the same time, one is seeing only one part of a year's activities in making a single two-week visit. Therefore, these case studies are informative as to what was happening at the sites when the researcher arrived. Important events had happened before her arrival and others were scheduled for after her departure. It was not possible to describe these, except in a general description of what had precipitated the events during the actual field visit.

Every visit was arranged ahead of time with the Project Directors. This was necessary so as not to disrupt their regularly scheduled activities, such as major training events or efforts to complete continuation proposals. The Directors arranged for much of the researcher's schedule so that persons to be interviewed were apprised of the visit, the schedule, and appointments were often made ahead of time.

Each visit came at a different time in the projects' implementation year. This exposed the researcher to different emphases in each project's operations. For example, in Arizona the interns were just beginning their

instructional component in the site schools, the rest of the project was getting back into gear after a Christmas vacation. In West Virginia, a heavy snow delayed the visit. The project inservice courses were at different stages in development; the interns were in the process of changing sites and negotiating responsibilities. In Maine, it was the end of the university semester. Interns were preparing for exams. Their work in site schools was ending, and they were preparing to travel to the Maine Youth Center for a summer instructional internship. Many inservice courses were nearing their end.

In all of the projects, it was the first year of implementation. This was a time in which heavy emphasis and energy of the staff was on getting the intern component of the program established, moving towards their certification if necessary. In addition, it was the first year that courses were being delivered to the field sites and some plans for delivery were being extended into the summer and the third year. The Community Councils and the Policy Boards were getting acquainted and setting training needs and goals. A great deal of staff time was directed at managing the collaboration of project participants.

Individuals who were interviewed told the researcher about events past and present. The cases try to combine historical information and description of present activities. If there seems to be an emphasis on one area more than another in a particular case study, it is in relationship to the emphasis felt, observed, and discussed while at the sites.

E. The Presentation of Case Study Data

The case studies follow a similar organization: focus, components of the project, description of sites and project activities at the sites, including the personnel development-intern component, evaluation and documentation activities, interrelationships between groups. This routinized organization is intended to facilitate comparison among projects by readers. Integrated with the description of the projects are anecdotes about events and people observed during the field visits. There is an effort

made not to present information which could be threatening to any person's job security or participation in a project.

The mandate of this contract indicated a need to illuminate the practice of participating and being in a Teacher Corps Youth Advocacy Project. There were efforts made by the researcher to assure the Project Directors and the Policy Board members that no evaluation was being conducted. Assessments by the researcher of the usefulness of activities and of personality conflicts are eliminated. Points of conflict or concern discovered during the field visits are discussed in general in the Analysis, Volume II.

The use of the projects' names was approved by all Project Directors. This practice necessitated complete confidentiality in the reporting of comments by interviewees. The Project Directors had final approval of the case studies, including the right to suggest omission of events or comments reported therein.

F. The Relationship between Theory and Practice

The treatment of theory, programs, and research in the review of literature (Volume IV) is organized into two perspectives with a treatment of the change process in social institutions. The case studies present factual and anecdotal data about demonstration projects-- how they are run and what they are doing in schools, correctional facilities, and in alternative programs. The relationship between the two can be seen in the theoretical focus of each project and in the strategies chosen by the LEA, IHE, and project staff to meet the outcomes of the National Teacher Corps Program.

The three projects represent complementary perspectives with the theoretical ones presented in the review of literature. Arizona emphasizes institutional change through personnel development of teams of role group representatives. West Virginia is concerned with individual behavior change and focuses on the individual development of teacher skills, community skills, and school response to setting up consequences for troubled

behavior. Maine focuses on both individual change through personnel development of teachers, counselors, and line workers, community members, and on institutional change in procedures which affect participation of troubled youth and their educational opportunities. All of the projects support efforts at interagency collaboration.

While the theoretical background of the strategies reviewed in Volume IV may not be popularized throughout the project, the Directors and most of the project staff are knowledgeable about the foundation of their strategies.

II. ARIZONA STATE UNIVERSITY
TEACHER CORPS YOUTH ADVOCACY PROJECT

A. Project Organization

1. Focus. The Youth Advocacy Project at Arizona State University is directed toward the reform of educational systems, for the strengthening of educational opportunities for all youth, through the use of teams to build system capacity for change. In the project planning process task forces examined needs in the areas of improved school climate, improved educational personnel development systems, continuation of educational improvement, and adoption or adaptation of these educational improvements. They determined that working with different representatives from concerned agencies was not efficiently accomplishing the goals of the Project. A concerted effort was made to find an alternative approach to effecting educational reform for troubled youth. Based upon the principles of Organizational Development, a collaborative mechanism was established called the School Improvement Team (SIT) at the level of the Local Educational Agency (LEA).

The project planning process identified areas in school, social service, and juvenile justice systems which needed changes. These targets for change included factors in the school system's structure which limited opportunities for youth, increased the dropout rate and denied educational programs for youth who require special assistance. The targets for change in the social service system related to the collaboration between agencies, the accountability of agencies to their clients, and the control of access of youth to the agency services. In the juvenile justice system, the targets for change were the disposition of cases of juveniles and the opportunities for youth who require services and placement outside their homes.

The School Improvement Teams are responsible at the LEA level for identifying problems, developing programs and managing the program activities, and becoming involved in the decisions about change at the policy level.

The SITs plus the Policy Board, Community Council, and College Team are, together, a system which addresses the objectives of the Project mandate. Each team and group has a particular area of concern. Together they approach the problem of changing contexts in which troubled youth are served. The participating sites are: Bostrom Alternative Education Center (Bostrom or BACE), Lincoln/Herrera (combined elementary and junior high), Booker T. Washington (elementary), and Phoenix Union High School.

2. Components. The following is a description of the composition and concerns of each component group. The composition of each component is appropriate for the nature of the targeted changes and the relationship between the changes and the basic outcomes of the Project. Figure III-1 shows how the Project is organized; Figure III-2 shows the composition of each component.

- School Improvement Teams (SITs) are composed of principals, teachers, parents, students (in secondary school sites), counselors, and an intern. There are four teams: one at a campus high school; one at a secondary level alternative program; one at an elementary school; and one at a combined elementary and junior high school. The School Improvement Teams address school change objectives to achieve school climate outcomes.

- The College Team is composed of representatives from the different departments of the College of Education, and is co-chaired by the chairpersons of Secondary Education and Counselor Education. The mission of the College Team is to examine policies and practices of the College of Education and organize college improvement efforts. Because of its direct interest in the preparation of educational personnel in schools and community agencies, this team reviews the activities of interns and the SITs in considering its practices in the preparation and delivery of services to educational personnel.

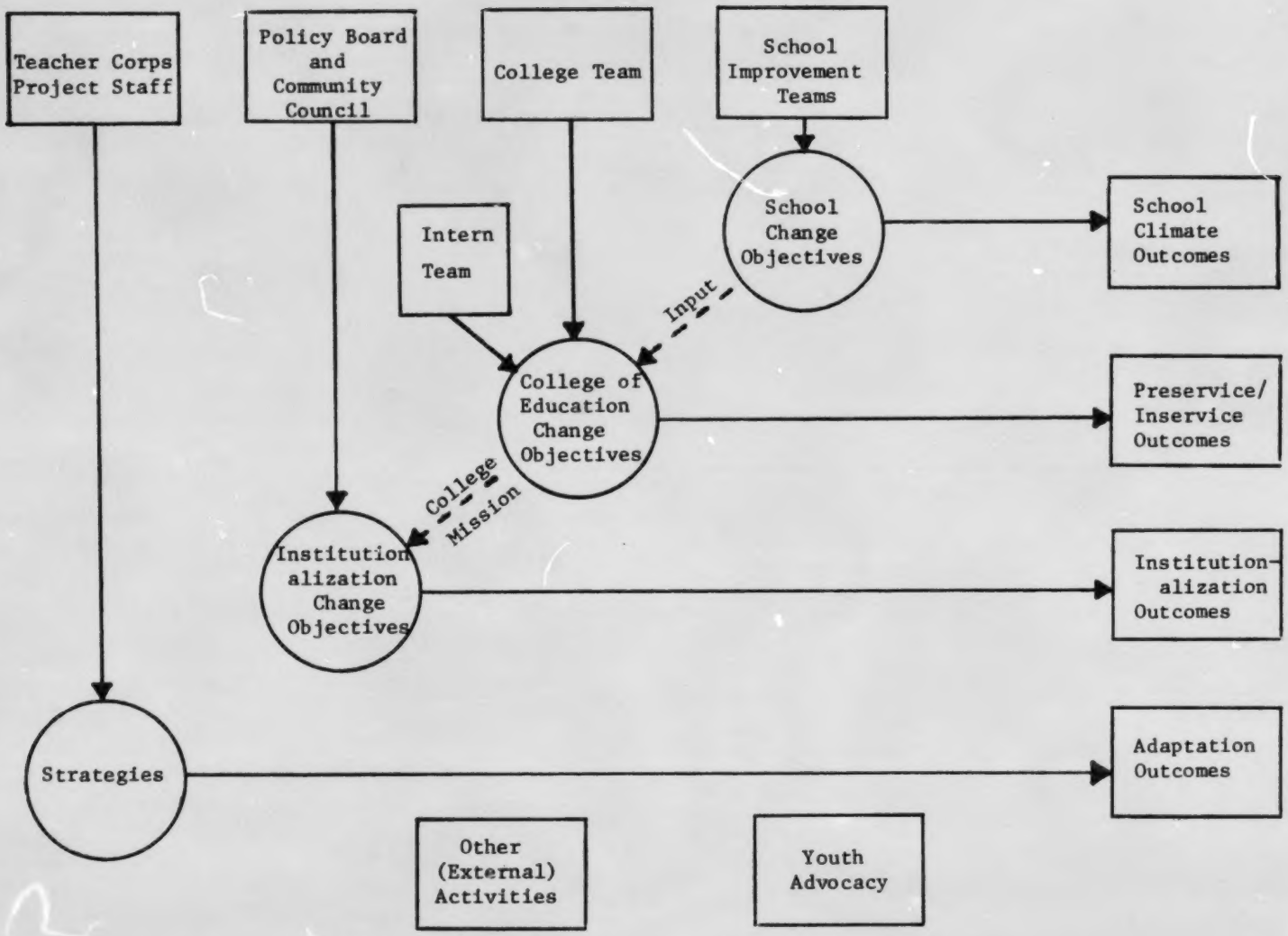

Figure III-1. Project Structure and Program Outcomes

TEACHER CORPS PROJECT STAFF

Project Director
Associate Director
Project Manager
Team Leader
Secretary
Manager of Documentation System
Documentor
Evaluator

POLICY BOARD

Dean of College of Education
2 Superintendents of school districts
Director, Juvenile Court Center
Community Coucil Chairperson
Principals (2)
Teachers (4)
State Departmet of Education Representative
Community Council Member
County Community Council Representative

COMMUNITY COUNCIL

Parents of children attending the four site schools
Non-parent residents of areas served by the schools
Community-based agency representatives
Clergy representatives
Community Services Coordinator
Students

SCHOOL IMPROVEMENT TEAMS (4)

Principal
Teachers (2)
Parents (2)
Counselor
Intern
Students

COLLEGE TEAM

4 representatives from Secondary Education
2 representatives from College of Education, Dean and the Associate Dean
1 representative from Educational Technology
2 representatives from Counselor Education
1 representative from Special Education
2 representatives from Elementary Education
1 Teacher Corps Director (Special Education Department faculty member)

Figure III-2. Composition of Components

- The Policy Board is composed of administrators of school districts, the juvenile court center, the State Department of Education and the College of Education as well as representatives from the Community Council (parents and community workers) and teachers. It is empowered to make decisions about project policy and procedures based on issues raised by its members. Its decisions are binding on the Project but it does not make decisions for individual institutions.

- The Community Council is composed of parents of children attending the four site schools, residents of the communities served by the school, students, community-based agency representatives, and representatives of the clergy. This group does not make decisions about the project procedures. It serves as a forum for issues and as an instrument to reach the community and involve its members in educational process and reform. It also may act as a broker for training programs for community needs.

  Both the Community Council and the Policy Board address institutionalization change objectives to achieve institutionalization outcomes.

- The Teacher Corps Project Staff, as the management team, develops strategies to assist educational systems in achieving adaptation outcomes. Composed of Director, Associate Director, Project Manager, Team Leader, Project Documentor, and Community Services Coordinator, it is involved in the planning and facilitation of training for SITs and other groups, and its members have specific assignments in meeting with the Policy Board, the College Team, and a principals' group which meets once a month, as well as facilitating two of the SITs.

  All groups and teams make decisions through a process of reaching consensus. The participation of all groups in decisions about the Project activities indicates a "flat" organizational structure rather than an hierarchical one.

- Adjunct Participants from the Juvenile Justice System. There are certain participants in the Teacher Corps Project who are important to the concept of capacity building which incorporates institutions of education, social service, and juvenile justice but are not site schools. Since many youth in the site schools and in the alternative program at Bostrom have had contact with the juvenile justice system, there is an effort being made to include the participation, as advisors, of the Director and the Educational Coordinator of the Maricopa County Detention Center. The Educational Coordinator at the Center meets with the principals of the site schools and the Director of the Teacher Corps Project once a month in an advisory role. The Director of the Center is a member of the Policy Board.

In past cycles, Teacher Corps Projects at Arizona State University have tried to work with Probation Officers from the county system and have assisted the education program development efforts at the Detention Center with an Instructional Development Specialist in math from the University. At the present time the Teacher Corps Project hopes that building effective change-oriented teams in local schools will result in the networking of local educational agencies with those of juvenile justice. Thus if the school needs the assistance of the juvenile justice system it could be obtained through the use of its SIT to identify the problem and call for assistance from the appropriate agency. At the present time other efforts in the community are being made to bring youth into contact with Probation Officers before it is necessary. For example, the Bar Association sponsored a Law Education program with speakers in the schools who represented different levels of the justice system. Also, there is a program operating in the school site districts in which Probation Officers spend a number of hours each week in an office at a school where they may be in contact with their clients and assist schools and teachers in their response to troubled youth.

B. Intergroup Communication

1. Opportunities for Communication Between Groups. Although participants in this project are organized and trained in specific groups, opportunities exist for communication about project operations between groups. For example, the interns are participants in SITs which represent the schools where they are teaching.

They attend SIT meetings as well as intern team meetings and Community Council meetings. Their experiences are shared in all three contexts. Further, the interns have many opportunities to talk with their Team Leader and with the Community Services Coordinator; thus facilitating a flow of information from Teams to the project staff. The management of the Project is also in a position to act as a conduit of information from one component of the Project to another. The Associate Director, the Project Manager, and the Team Leader are assigned as facilitators to specific SITs during training and sometimes meet with the Teams, with the Policy Board and with the principals' group. Information about operations is also shared beween role groups at staff meetings.

2. Documentation and Evaluation. The effort to organize this sharing of information is represented in the documentation system established by the Project. All continuing activities and critical incidents are reported on forms known affectionately as ARFs (Activity Report Forms) which are permanently filed in the project office. The manager of the documentation system reads the forms, placing the information on them in an outline. The Documentor reads the outline, then writes a monthly report with summative statements about the operations of the Project. The Documentor also raises questions about the operations which appear at the end of the monthly report. This report and the questions go to all staff, with specific questions directed to the participants whom they most concern. The Evaluator of the Project also reviews these statements and questions to develop questions which refer to Project outcomes.

C. Project Activities on Site: Personnel Development

1. Team Training.

a. Training Design: Teams and Community Council. The Teacher Corps staff, with consultants, has organized a number of training events for the SITs and the College Team. The training is designed to build their capacity as change-oriented teams, to understand change and its effect on policy. These two-day training events are part of a developmental process: (1) Team Development and Problem Identification, (2) Program Development, (3) Organizing and Managing Program Development Activities, and (4) Policy Development. Both the College Team and the SITs attend the training sessions; however, the College Team has determined its own needs for these sessions and meets separately from the SITs.

The Community Council has identified its own training needs based on a task force needs assessment: orientation to Teacher Corps; dealing with policy making organizations; sensitivity to issues and to people; effecting systemic change--decision making, negotiating, and networking. The Community Council is most concerned with its relationship to the communities in which the site schools are located. At a meeting during this visit parents were especially interested in learning how to speak to the parents in the community as representatives of the Teacher Corps Community Council. Parents also presented community interest in the use of the Council to make changes in the schools' response to dropouts and to inadequate teachers.

One parent told a story about her own child who had been a student at a high school and now was at the alternative program, one of the Teacher Corps sites. She explained that she had been taking her child to school every day and picking him up at the end of the school day, unaware that this student was not in classes; however, there was no contact made between the school and the home concerning this behavior until it was too late and the school decided to exclude the student from attendance. The parent explained that her child, now an honor student at Bostrom Alternative Cen-

ter for Education, was being assisted by the entire staff's concern for his success and by the close contact with her as his parent. Members of the Community Council responded supportively to this anecdote, claiming (especially the community agency personnel) that the nature of the Project permits helping other students similarily by enabling Teams and the Council to bring up issues of school response to troubled youth to the Policy Board.

The Community Council had not begun its training, according to the recommendations of its task force, by January 1980 but was planning to organize a schedule for its initiation. The Teacher Corps consultant for evaluation and documentation developed a design which incorporated many of the training issues highlighted by the Council's task force and encouraged the Council to be directly involved in the design of its training. The task force on training and the consultant were working at the same time; however, they did not work together on the design.

b. Site Concerns and School Improvement Team Training. Reports on training events and interviews with facilitators provided the information that the team development training prepares participants to identify issues related to change targets, solve problems, develop programs, manage programs, enlist ad hoc groups in the school and in related social service agencies, and broker for training when necessary. The training helped all to develop problem statements and strategies to achieve objectives.

The two elementary school sites were, for example, concerned with student success in school and student knowledge of rules to reduce discipline problems. Booker T. Washington's team established goals such as raising student interest in learning and preparing students to score successfully on standardized tests, as well as improving contact with parents and establishing and implementing a new attendance policy. Lincoln-Herrera planned to develop a handbook on rules of the school, work on making successful performances on high school entrance tests increasingly possible for its students, help more students complete their classwork, and encourage student support and commitment to the school.

The two secondary level SITs were concerned with the effects of proposed policy in the school district on school closings and staff reduction. Bostrom Alternative Center for Education, an alternative program which was established through the efforts of Teacher Corps and supported by its community after a community needs assessment, was slated to prepare youth who had had contact with the juvenile justice system to reenter school within a few months. Although rehabilitative in identity at first, its Director developed the curriculum with staff and engaged funding sources so that he was able to establish an alternative center where students have three choices of educational programs: GED, high school completion with the opportunity to graduate from their own high school, and Life Skills. Operating at capacity (over 200 students) with a long waiting list, this program is renting a building which used to be an elementary school in an industrial area. Two events forecast the future of the program: the closing of three high schools in the area and the sale of their building.

The closing of other schools due to declining enrollment has implications for staffing. Bostrom's Director chose his staff using a structured interview process. With teachers being Reduced in Force (RIF'ed) he will lose some of his teachers who are newcomers and will be assigned others who may not meet his standards. The sale of the building will force a move. The program may have to move onto a campus of one of the high schools slated to be closed with a number of other alternative programs targeted for very different populations of youth. The structure of this program could be breached by the interaction, however unintentional, with others.

The team training has helped this program look at the needs for making a move and subsequent changes in its staff, such as ways to inform the parents and students, ways to involve the students and staff in planning curricular changes and facility needs, and ways the staff can assist those who will be RIF'ed to locate other job opportunities.

Phoenix Union High School, a large campus school with at least nine buildings in an inner city area subject to renovations, may be closed within a year. The problem this Team has to face is the closing and its effect

on the community. Unfortunately the Team is being put into the difficult role of a closing committee. There are already groups at the school and in the community which are broad based in support and organized to work against the closing of the school. In the meantime, there is difficulty in bringing people together to work on school climate changes when the existence of the school is threatened. These difficulties are reflected in the Team's limited plan for dissemination of information about the school closing and in the Team's lower ratings of achievement of objectives in the training sessions.

c. Training Outcomes. Two training events had taken place at the time of this visit. For each, the Project Evaluator had completed a preassessment of attitudes toward training and post evaluations. The Teams have addressed the issues of school climate, have identified problems related to this issue in their own schools, and have planned programs with objectives and strategies. Support for and a positive attitude toward the events have been balanced with the following recommendations of participants:

- more work in small groups
- more concrete topics and instruction in how to make change
- tailoring of the language of instruction
- need for techniques to bring community members into the change process
- need for confidence to effect change and bring people together
- need for understanding about the College Team's function.

The evaluation data identified differences between role groups and school teams in regard to training objectives. It also recommended that the Teams be instructed on how to make change instead of concentraing on the theory of making change. Based on these evaluations, future training was to include support for activities of organizing and managing the program development plan established by each SIT in training sessions and in meetings between sessions.

2. The Interns.

a. Selection. Every Youth Advocacy Project has established procedures for recruiting, interviewing, and selecting their teachers-in-training, called interns. Interns learn how to teach in a program of college study leading to a Masters degree in education while participating in field-based teaching experiences and community-based related activities. The Youth Advocacy Project at ASU advertised the opening of these four positions in newspapers, on local radio programs, community agencies, and school district offices.

A selection committee made up of teachers, administrators from schools and community agencies, and Teacher Corps staff screened 80 applicants whose qualifications on paper met national Teacher Corps guidelines:

- Bachelor's degree from an accredited college or university (previous education must provide a sufficient base to allow graduation within the two year program period)
- Interest in education as a career (no prior teaching experience, not including student teaching)
- Willingness to take a trainee role
- Willingness to work in the inner-city
- Willingness/potential to work with delinquents (motivation, understanding, stamina).

The screening committee organized a structure for interviewing and divided themselves into three working groups. In order to be consistent in their consideration of intern candidates, the selection committee developed a uniform rating sheet for interviews. Questions were developed which would allow evidence of desired characteristics to emerge during interviews. The committee chose to train itself in interviewing techniques. They

established a format for the order and individual asking questions and determined the information to give to interviewees concerning the intern program.

After each group of interviewers met with the candidates, ten candidates were selected to participate in a group process activity--the desert survival activity--and were rated according to that activity's systems for assessment of skills relevant to team work. The participants in the activity also rank-ordered each other, considering with whom they would most like to work. Three interns chosen through this process reportedly rated each other as highly as teammates as did the observers who watched the survival exercise. A fourth intern was chosen without participating in this exercise.

b. Training. The variety of training activities in which Teacher Corps Youth Advocacy Project interns participate are directed toward development of competencies in instruction and community involvement. Interns are prepared to work in inner city schools through exposure to such school sites and for working with troubled youth through placement in environments which respond to the needs of this group of students. The activities are designed according to local project needs and program objectives and some are provided by the Washington office of Teacher Corps. Intern training activities include:

- Teacher Corps orientation
  - Orientation to the local project, visits to site schools, establishment of schedules, choosing university courses, orientation to the supervision instrument for student teaching
  - Participation in the Corps Member Training Institute sponsored by the Teacher Corps Program

- University Instruction

  - Participation in courses required for teacher certification and graduate study in education

  - Independent study for research projects and for team teaching activities

  - Training for first semester's observations at field sites, using observation checklist to analyze teaching competencies

  - Supervised student teaching

- Project-initiated activities

  - Training for working on School Improvement Teams

  - Intern team meetings with Team Leader

  - Visits to other alternative programs.

(1) Teacher Corps Orientation. Once the four interns were chosen they met for an orientation session which included visiting site schools and establishing a schedule for activities in the fall (1979). They then proceeded as a team to the Teacher Corps sponsored Corps Member Training Institute (CMTI) which prepares them for working within the institution of Teacher Corps and introduces them to the philosophy of education that is multicultural and community-based. This training was directed at all new intern teams in Teacher Corps projects. Youth Advocacy teams informally planned a meeting to discuss their special focus; however, there was no specific training for this group of intern teams at CMTI. It was at CMTI that the interns from ASU first met their Team Leader. She met them at the airport when they arrived, a gesture which was unique among the team leaders, and apparently helped to cement a close working relationship already growing among the interns from ASU.

(2) University Instruction. The training model supported by the Teacher Corps Team Leader and staff at ASU (and accepted by the College of Education for these special interns) is field-based, community-based, and competency-based. While interns participate at field sites in instructional activities they are supervised to assess individual development of competencies determined as acceptable for beginning teachers. In order to familiarize themselves with the assessment instrument and concept of competency-based instruction in preservice, the interns participated in a seminar at the University focused on the application of this concept of teaching. Relating this practice to their own observations of teachers, the interns were trained in the use of an observation checklist (developed in the Santa Barbara, California School District and adapted for their use by their Team Leader). The instrument is intended to be sensitive to analysis of seven areas of instructional competency plus education that is multicultural and community-based, as these are demonstrated in the interaction between teacher and students in the classroom and in the environment of the classroom.

Interns were required, by individual specialization and professional certification objectives, to choose classes for certification and for a Master's degree in education. For example, one intern who was already certified in art education was studying to be a reading specialist. Her classes were thus more concentrated in the discipline of reading instruction. Interns who did not have certification were required to participate in a teaching methods course; however, scheduling conflicts and required intern activities on site precluded participation in the course during the time the interns were actually completing their student teaching experience.

The ASU College of Education permitted the interns to substitute independent study for coursework credit. This procedure was negotiated by Teacher Corps Project staff to obtain credit for activities at school and community sites. Two interns used this study time to work on the curriculum and teaching of a course in English as a Second Language at an Elderly Center. Two others worked on development of curriculum and teaching of a class

in values clarification at a Youth Center. Credit was also being extended for the interns' participation in their team meetings and anticipated work on a research project for the upcoming year.

During their first year as interns, the four students were exposed to the philosophy and methodology of education that is multicultural, especially through their experience at CMTI. None of the interns had taken part in a class which focused on education for troubled youth. The prevailing view in this Project on the best opportunity for training in this area is that actual exposure to these youth provides an adequate learning context. This view was supported by interns, Team Leader, and staff, as well as some community agency administrators.

(3) Teaching Activities. At the time of the visit the interns had completed a semester of observations in classrooms and were just beginning their first week of student teaching. Observations using the checklist described above were done in one school for most of the week, with opportunities to visit other site schools at least once a week. Interns then changed schools. While the Teacher Corps Project would prefer to offer each intern an opportunity to participate in each of four site schools, this is constrained by the areas of speciality of all the interns. Two are working for certification in secondary education and their teaching experiences were located in an alternative program for secondary students and in a high school. Two others were working towards certification in elementary education, one of those being a specialist in reading. This made it necessary to locate these two student teachers in elementary schools. The supervision of the interns' teaching activities was administered by the Team Leader, a teacher of many years experience with a Master's degree in a content area, who was beginning a doctoral program in educational administration. That this supervisor was not a member of the education school's faculty is a departure from the custom of assigning supervisors in a teacher certification program, but consistent with Teacher Corps policy.

(4) Intern Team Meetings. The team meeting is an opportunity for interns to learn about the teaching activities of their teammates and share their concerns about the operations of the Project. At these meetings the interns take turns describing their activities for the current week. Other interns are free to advise and ask questions as they wish. For example, one intern, having just completed observations of his cooperating teacher, was planning to teach a class of fourth graders. One of the chief activities of these students was preparation to take the California Achievement Tests. The school district was making a change from the use of the Metropolitan Achievement Tests, requiring teachers to prepare students with test-taking skills. The intern was concerned about the exercises for this preparation and showed the exercises to the team. Another intern who was specializing in reading instruction advised him to use Fries' readability formula to determine the applicability of these exercises to this group of students. She also suggested he begin a 5-minute sustained silent reading program to develop particular reading habits among the students. The intern also shared his plan to introduce a 10-minute relaxation period for his fourth graders because they did not have a scheduled recess. During his observations of the students he had used a behavioral checklist to help target behaviors which he identified as needing change or development. He planned to lead students in a discussion about good classroom behaviors and then to develop a behavior plan for each student. This sharing of experience and support for planning was positively received by all interns and was, in fact, the prominent feature of the team meetings.

Another example of this interaction occurred between the two high school interns. One had just begun teaching American Government to a senior class at a campus high school. In her second day's class, she explained, the students were talking so loudly while she was teaching that, even with her experience in an alternative program where there is a different tolerance for student expression among the teachers, she could not tolerate the disturbance. Asking the other secondary level intern for advice, she explained the procedures she used to establish her expectations of student classroom behavior.

The team meeting is held at one of the school sites, away from Project headquarters. Although the Team Leader--a member of the Project staff--is present, the interns regard her as an advocate for their concerns. They discuss with her and with each other project operations, preparing for teaching activities, and interaction with SITs at their respective schools, and with the Community Council and Community Services Coordinator. Other agenda items at a team meeting include planning for future intern efforts, such as a summer program run by the interns at a community center (to include summer reading, careers, parent prevention, orientation to high school, and community problem-solving as possible program areas) and defining and planning community involvement experiences. Once the interns have completed their certification program, they plan to initiate a team project to work with troubled youth in the participating elementary schools.

(5) The Reality of Student Teaching. Attending the class of an intern teaching American Government to high school seniors provided the researcher a glimpse of the reality of the application of intern training. This intern had established a plan for lessons, including objectives and strategies for achieving these objectives based on the material in a book entitled Magruder's American Govenment. Having determined students' competencies, the intern designed worksheets to help students study each lesson's material. She then tested students on a group of concepts loosely determined as a unit from the questions on the worksheets so there would be congruence between the material she required them to learn and the evaluation of their competence. Reviewing lessons in class, the intern focused on the material students had practiced using the worksheets. When uncertain about her own knowledge of terms, she asked students to refer to the textbook to check her and also solicited help from the cooperating teacher who sat in the classroom among the students. The intern followed a plan and an outline for teaching, however, she added and clarified concepts such as "democracy" and "justice," with informative comments about real world events, some based on her own dual-cultural experiences.

An example of this elaboration occurred when, during a discussion on the features of a democratic system, a student asked what "compromise" meant.

The intern moved away from the blackboard and sat on a student desk near the class. She explained the word "compromise" in two contexts. First she described what happens in a classroom when both student and teacher wish to talk. The decision to allow both to participate as they wish as long as it does not disturb the other is a process of effecting a compromise, she explained. In a community, the intern continued, compromises are made between what is needed and what community members may want, for example, when an airport requires additional construction and a neighborhood is relocated to permit this.

In this intern's class there were students of different abilities and ethnicity. One student was introduced by the cooperating teacher to the intern as needing extra help because she could not speak English well enough to participate verbally in classroom discussion. Since this intern and the student shared the same native language, the intern felt confident that she could help her succeed in class. Being a native language speaker in Spanish helped also in team teaching English as a Second Language (ESL) with the other intern in secondary education.

(6) Community Involvement. All the student interns were required to devote eight hours per week to community involvement activities. All were involved in teaching activities in the community and in School Improvement Team meetings for their respective schools. In addition they tried to make visits to the homes of students who were in their classes. They also planned to send at least one of their team members to Community Council meetings, and at one session after the Christmas holidays all four attended and described their activities up to that date for the Council members.

The Community Council is directly concerned with getting the community involved in the educational process. Its members see the Community Coordinator as their link with the Teacher Corps Project staff and with the interns, helping the interns especially to communicate with parents and members of the community with her experience and knowledge of the community and its resources. The Community Services Coordinator goes on home visits

with interns and to ESL classes. At the time of this field visit the Council members were particularly concerned that interns make home visits and discussed a policy mandating this activity. From the interns' perspective it became clear that, although preparing for and making the home visits was extremely important as part of teaching and supporting their students' efforts through contact with parents, different schools provided varying amounts of support for this activity. Therefore, some difficulty in carrying out this request from the Council was anticipated. The interns identified several problems in applying the principle of community involvement to actual service in their project communities. Their chief concern, in terms of preparation for this component of their training, was that the introduction at CMTI concerning community-based education was not adequate in dealing with the realities of involving the community. They indicated that the materials and recommended strategies were not relevant. In their team meeting, they discussed the possibility of having other workshops like CMTI after they were involved in training experiences to work on these problems and even to hire a consultant--or to ask Teacher Corps to send an expert-- to live with them, go to school with them and do a "hands-on" problem-solving experience with this focus.

Other problems identified by the interns in implementing their community involvement requirements included:

- There are limited opportunities for service
- The interns are trying to set up a summer program for students at a community center, but have come up against difficulties with organization
- Eight hours of service are mandated by their contract, but their schedules are not flexible enough to include these hours
- There is concern over the extent and nature of the Community Council's involvement in this part of their training when the Council had not yet established its team objectives and consolidation was not complete

- Classroom work and visiting students' homes is the priority in the training experience

- They lacked an adequate definition of the requirements for community involvement

- Knowledge and skills were needed for working with parents who face so many pressures already, they are afraid and reluctant to get involved with schools where there are disruptive students.

D. Opening the Door for Visitors

A Teacher Corps Youth Advocacy Project is likely to have many different kinds of visitors, including those sent by contract with Teacher Corps Washington, those who are interested in learning from the Project's experience, as well as those asked by the Project to teach and consult with its participants.

1. A Visit from the Oregon Project Skipworth Task Force. In the first week of the field visit, a group of practitioners and administrators who were members of the task force for one of five sites (Lane County Skipworth Detention Center) at the Oregon Youth Advocacy Project came to visit the Arizona Teacher Corps Project for two days. The group of eight people came prepared with a list of questions as part of their preparation for needs assessments at their site. Their chief concerns were to learn how to do needs assessments, based on Arizona's experience, to learn how the Project operated, and to learn how to incorporate changes in curriculum and structure in a detention facility, with the backing of Teacher Corps and the use of student interns. This group visited administrators and teachers at Bostrom Alternative Center and the Maricopa County Juvenile Detention Center. They also met with the Teacher Corps staff, including the Director.

The visiting task force members were not aware, prior to their visit, of the differences in focus among Youth Advocacy Projects or about the Loop activities. They assumed their interpretation of the Washington Teacher Corps Youth Advocacy mission was being replicated by all other Projects.

The members of this task force seemed concerned that a project defined as a Youth Advocacy Project did not have direct involvement with a juvenile justice facility. The members of the Arizona Teacher Corps Project pointed out that by developing teams in schools, they could address the problems in educational process and structure which precipitated the problems among youth in inner city schools. They explained that previous efforts in Teacher Corps cycles to deliver training to corrections personnel, to place interns in the Detention Center, and to bring Probation Officers and teachers together in public school did not have lasting effects on the system. They had determined that team building for institutional capacity for change would be more efficient and adaptable by educational systems. Teams for school improvement identifying a need for contact with the justice system could establish the system-appropriate means for sustained contact with members of their system; similarly with representatives of social service agencies. The Director of the Arizona Project emphasized the utility of networking and described a telecommunications conference on networking which was sponsored by the Loop of the Youth Advocacy Projects.

By the time the visit had ended the task force members had experienced a process of socialization to the Arizona Teacher Corps Project specifically and to the Youth Advocacy experience in general.

2. Consultants. For the first four days of the second week of the field visit, the management staff was involved in organizing and participating in meetings with consultants, the College Team, and the Policy Board. Three consultants visited the Project in one week in January at the request of Project staff. The first, a nationally known educational administrator, spoke with the College Team and with the Policy Board about the changes in demographics which would have an effect on changes in universities

(specifically colleges of education) and in school systems in the next 20-30 years. He presented similar information through the use of an overhead projector to each group. The College Team did not have many questions of his presentation and he was concerned that he had not helped them in their process of program development. The Policy Board did ask questions, so many, in fact, that time did not allow him to answer all. Concrete questions about the effectiveness of programs and policies in public schools were answered with statistical presentations and research results.

The second consultant, a frequent visitor to the Project, is a specialist in evaluation and documentation with extensive Teacher Corps experience. He was the architect of the Project's documentation system. He met with the Documentor, the Evaluator, the Project Manager, Team Leader, and the manager of the documentation system, and analyzed their monthly reports with questions focused on determining if the system was working. Some problems considered at one session were:

- Problem: How are issues from ARFs being related to project and Teacher Corps objectives?

  Solution: Evaluator must raise questions from monthly reports which refer to the accomplishment of the objectives.

- Problem: How do the external activities of the Director of the project relate to the objectives? How should these be coded into the documentation and evaluation system?

  Solution: The Director should give verbal reports to the Documentor, making decisions about what he wants people to know and keeping in mind that misinformation can create problems for the operations of the Project. All external activities may affect project operations. The staff should develop categories and indices for accomplishing objectives for both external

activities and for youth advocacy-specific activities. There should be explicit indications in the structure of the Project that activities are related to youth advocacy objectives. The Evaluator must make clear the connections between Project and National Teacher Corps objectives.

The third consultant, an educator and researcher who had experience with School Improvement Teams, was called in to organize the rest of the training sessions for the SITs, in keeping with the design already established. Essentially a newcomer, he spent considerable time with the facilitators of the Team training asking questions about the functioning of the Teams, such as, what would the best Team be like in five years; does the principal on Teams have veto power, what is the College Team's agenda? He presented the staff with information about the work he has done with teams. In team training he starts with an orientation to issues to establish a knowledge base among participants. Then the participants are encouraged to identify problems in issue areas which teams can address. He reorganized the style of the training events by asking the facilitators to refrain from actually leading the teams in problem-solving exercises. He wanted to help the participants develop team participation skills and then to build their knowledge about how the school works. According to reports from a staff member who participated in the first training event which this new consultant helped to design, the consultant was helpful and most effective in the operations of the event.

Both the consultant for evaluation and the one for training brought new perspectives to the Teacher Corps Project staff. By analyzing the operations of the Project they were able to ask important questions which the staff found helpful in clarifying their project operations and objectives. Both consultants had a positive impact on the management of the Project and will be continuing to do so in their established roles.

E. Summary

The Arizona State University Youth Advocacy Project has chosen to focus its collaboration with a Local Educational Agency and an Institution of Higher Education on building institutional capacity for change. Guided by the concerns of an urban, inner city school district where school closings and teacher layoffs are contributing to a lack of integrated services for disaffected youth, the Project has determined that training teams composed of representative personnel and community members to develop and manage program and policy development in their own institutions will offer the most hope for successful educational experiences for all youth.

The training integrates pre- and in-service training, as interns assigned to project sites--an alternative educational program, a high school, a junior high and elementary school combined, and an elementary school--participate on the School Improvement Teams in meetings and in training sessions. This new focus on team training and organizational development is influencing the perspective of the College of Education, which is examining the issue of new kinds of integrated training as well as general education for personnel in youth-serving contexts.

The interns are involved in community activities, in community centers with youth and with adults. Their exposure to services available to community residents and to youth in transition from detention centers to educational programs is preparing them for future efforts toward integration of services as personnel in youth-serving contexts.

III. KANAWHA COUNTY/WEST VIRGINIA UNIVERSITY TEACHER CORPS YOUTH ADVOCACY PROJECT

A. Project Organization

1. Focus. The Kanawha County/West Virginia University Youth Advocacy Project is focused on the improvement of opportunities for all students in three Kanawha County schools: Stonewall Jackson High School, Roosevelt Junior High, and Cabell Youth Advocacy Center. The Project supports a personnel development system which seeks to increase knowledge of teachers in specific areas: education that is multi-cultural, diagnosis and response to behavior problems in the classroom, and diagnosis and prescription of competencies in basic skills of reading and mathematics and life skills. Local objectives in these areas have been derived from needs assessments at each of the Project school sites. They support the mission of the National Teacher Corps Program through the establishment of an effective collaboration between teachers in public schools and university professors who are charged with the education of teachers. It is hoped that this collaboration will be the support system for institutionalization and adaptation of programs introduced through this Project. With an ethnically diverse student population in Project schools, the Project is especially concerned with the opportunities for success in school among Appalachian youth. The support the project gives for personnel development is intended to enhance these opportunities and address the problems of troubled youth as they relate to education and community involvement in education.

2. Components.

a. Project Staff. The Project management team (Director, Team Leader, Program Specialist, secretaries, plus evaluator and documentor) is one arm of this structure along with the Community Council, the Policy Board, and the faculty of the College of Education at the IHE.

The four interns are working toward their Master's degrees in education. They worked as a team for twelve weeks at Stonewall Jackson High School. They now alternate in teams of two among the other sites. Since the IHE is a considerable distance from the project school sites, arrangements with the IHE have resulted in the travel of certain professors to the project site to deliver courses which will earn graduate credit for the interns and inservice credit for teachers and practitioners in the school district. This is the first Teacher Corps Project collaboration between West Virginia University and the Kanawha County School District.

b. Participating Sites. Located in an ethnically diverse industrial city in an economically disadvantaged region, the three project sites present examples of city schools which do not have glamorous facilities but can claim creative and dedicated teachers. The three project sites include Stonewall Jackson Senior High School, Roosevelt Junior High School, and Cabell Youth Advocacy Center. Stonewall and Roosevelt are both older schools (40 years old) situated in ethnically changing neighborhoods. Both schools have student bodies of under 1000. In both schools there is a concern for improved delivery systems to teachers with an emphasis on enhanced opportunities for success in basic skills and an improved school climate.

The Teacher Corps Youth Advocacy Project office is located at Stonewall. An area 22'x46', roughly the size of two classrooms, has been cheerfully decorated and lined with shelves of teacher reference materials, textbooks planned to be used in the diagnostic and prescriptive learning labs to be established in the coming year, documentation records, and videotape equipment. This school is also the location of graduate and inservice courses taught by WVU professors.

c. Community Council. The Community Council, an integral part of the Teacher Corps projects, includes 14 members: Parents, non-parent community members, and parents of offenders. Teachers and students, as well as Teacher Corps staff, serve as resource members of the Community Council and do not have voting membership.

The Community Council has, as a need or new activity is identified, organized itself into small work groups. The work groups research, plan and organize the activity during special work sessions and report to the Council on their efforts, soliciting recommendations and support at regular Council meetings.

The Community Council has been the instrumental support system behind the establishment of a tutoring program at a community center and at the senior high school. It is also concerned with bringing together representatives from community agencies which handle youth problems. One method for accomplishing this was being planned as a community forum and dinner. Also at this meeting those students who are presently being tutored and the volunteer tutors will be given certificates to acknowledge their participation. The Teacher Corps Project has also established a volunteer council of community agency representatives to serve as resource persons for the Community Council.

The Community Council has worked through a training needs plan under the direction of Dr. Ken Young, consultant from the West Virginia College of Graduate Studies. The Council has planned speakers and workshops which include: focus on working positively with troubled youth; presentations by other youth-serving institutions describing their approach to building trust relationships; a presentation by the private counseling firm which is employed by the Cabell Youth Advocacy Center; and presentations on Teacher Corps activities such as the Loop conference and the micro-computer graduate courses which teachers in the school district have used to develop remedial instructional programs in math.

At the time of this visit, the Community Council was visited by two consultants: a representative from the regional Recruitment and Community Technical Resource Center (RCTR) and a director of another Youth Advocacy Project. The representative from the RCTR distributed information on the effectiveness of community councils in decision-making. The visiting Program Director led the Council members through an exercise in planning tasks effectively, using the example of the program for the community which the

members were planning at this meeting. While the response to this exercise was that it may be too late to help the members in their preparation for this upcoming program, they acknowledged the concepts presented would be helpful in planning future activities.

d. Policy Board. The Policy Board is composed of voting members who are representatives of the Project sites and institutions. Voting members include the Dean of the IHE College of Education, the Superintendent of Kanawha County Schools, the Executive Assistant to the Superintendent, the Director of the Youth Advocacy Center, the chairperson of the Community Council, the President of the Community Council, the President of the Kanawha County Board of Education, the President of the College of Continuing Graduate Studies, and a principal representing the three project schools. Representatives of special interest groups from the SEA, from other community IHEs and from the LEA are non-voting resource persons. The Policy Board is actively supporting collaboration with agencies concerned with professional development, with the Community Council, and with Parent Advisory Councils at the two secondary education institutions.

B. Intergroup Communication

1. Documentation. All members of the Project (Project Director, Team Leader, Documentor, Program Specialist, interns) participate in documentation activities through which information is shared about project events. The interns compile brief reports about special events and take many pictures which are placed in a project documentation scrapbook. The staff of the Project maintain records of project activities, logging these in a similar way. In addition the staff maintains a notebook which holds relevant newspaper and magazine articles about troubled youth in Kanawha County.

2. Opportunities for Communication Between Groups. The Project holds staff meetings and interns meet with the Team Leader regularly. In addition the interns meet informally whenever they can to assess their activities and discuss problems. The interns report that they often communicate

difficulties directly to the Project Director and ask for her intervention. For example, when the interns and staff at Cabell were not in agreement about their contribution to instructional activities, the intern team working there asked the Project Director to intervene. The Project Director and the Team Leader met with the staff and administration at the Youth Advocacy Center and are working toward a plan to provide more flexibility for the interns' activities with the students. In addition, interns seem to have developed their own internal support system. They try to accomplish some things such as scheduling of instructional activities by themselves through direct discussions with the teachers and administrators with whom they are working. Ad hoc methods are developed to communicate problems and to accomplish changes.

C. Project Activities on Site: Personnel Development, School Responses to Troubled Behavior

1. Site Description -- Junior and Senior High Schools: In-School Alternatives to Suspension. Both Stonewall and Roosevelt are sites where one school response to troubled behavior is to incorporate the principles of an in-school alternative to suspension. Called the Alternative Learning Center (ALC), a single classroom is set aside for students who have been eligible for suspension for their behavior as determined by a school disciplinary committee, and/or by the principal. Teacher Corps involvement in the ALC has consisted of support for a site visit to the St. Louis, Missouri In-School Suspension Program by a team of persons, including the school administrator at Roosevelt, to learn how such a program could be adopted in Kanawha County Schools, and for personnel development for the teachers assigned to the ALC. Further, as part of the interns' instructional commitment to the project, they are also involved in working in the ALC. The In-School Suspension rrogram in Kanawha County, developed during 1977-78, simultaneous with the planning and development of the Teacher Corps rroject, has now been replicated in eleven other secondary schools within the county.

Through interviews with the Project Director and school administrator and a review of descriptive documents, it was learned that students are entered in the ALC as a result of earning demerits. After a review by the school's disciplinary committee to determine eligibility for suspension, the student, along with his/her parent(s), meet with the vice principal to review the case, to sign a contract, and to negotiate the number of days they will spend in the ALC (usually up to five days). Once students are in the program, they must comply with their behavioral contract or risk receiving demerits which can lead to an extended stay. Early out for good behavior is possible. The ALC can accept only six students at a time. The disciplinary committee is composed of teachers, counselors, and administrators. It must obtain the permission of the student's parents before assigning him/her to the ALC.

Students assigned to the ALC report to the principal's office every morning where their behavior is discussed and their merits or demerits from the ALC are noted. The assistant principal takes them to the ALC classroom after other students are in class (after homeroom period) to avoid attracting the attention of other students. The assistant principal reported that the stigma of being in the ALC is apparently strong enough so that students do not want others to know they are there. ALC student absences from classes for the day are not so designated on the daily attendance sheet, but are set off to one side.

The purpose of the ALC is to discipline students and to maintain their academic work while isolating them from everyday activities. Teachers--one each period--are assigned (on a voluntary basis) to take direction of the six students at one time. The content area teachers are required to send assignments to the ALC teacher. The assignments are monitored by the assistant principal for relevance and feasibility. This alleviates the participation of the ALC teacher in a peer review.

The teachers in the ALC had training provided by Teacher Corps for two consecutive years using the "Positive Attitude Toward Learning" training materials and consultants from the University of Illinois. Each period

a different teacher with expertise in a specific content area is in charge of the ALC, therefore, students have a resource person available for individual help in all academic subject areas. Students are required to work in the content area which is designated for each period. Other rules include: no talking, no gum or candy. There is an exit interview for students who have completed their assigned ALC period, and students complete a questionnaire during the exit interview.

Follow-up counseling has been a concern of the staff and parents. They feel students placed in ALC had only brief counseling prior to their placement, and that there was little follow-up once the students had completed their five day stay and returned to their regular classes. The concern was "Are we really helping the disruptive or delinquent student to change his attitude or behavior in a more positive direction as a result of his stay in the ALC?" The Project Director reported that, although it was evident the student did not want to return to the ALC, the answer was clear that in most cases, little behavior change was noted.

The staff asked for help from the Teacher Corps Project. After an investigation of the literature and available training programs, the management of the Project chose to use the Positive Alternatives to Student Suspensions (PASS) training materials developed by Pinellas County pupil personnel services in St. Petersburg, Florida. Interns and interested teachers at Roosevelt Junior High School were trained to use the counseling techniques and methods to help students get at the "root" of their problems. The interns were then assigned to provide one hour group counseling services twice per week to students in the ALC. It is the plan for positive group counseling techniques and training materials to be continued at both schools as a part of the institutionalization process after the Teacher Corps Project funding has ended.

The Project Director and Team Leader are collecting and analyzing data on the In-School Suspension Program which is being shared with the staff and community of both schools. Since micro-computers are being implemented in all three project sites, the Teacher Corps Project is currently working

on a computerized management system design in order to keep more data on the In-School Suspension rrogram, and to simplify the record keeping procedure--thus freeing teachers to spend more time on instruction.

2. Site Description -- Cabell Youth Advocacy Center. Cabell Youth Advocacy Center, formerly an all-black junior high school, then an adult education center, is a small brick two-story building with an annex used by the Appalachian Regional Commission. The Youth Advocacy Center was established four years ago as an alternative educational program for dropouts and troubled youth from the Vocational Department of the school district and then received funding support for behaviorally disordered youth who were not successful in conventional learning settings. It is an alternative school within the school system. Entrance to the program is open; some students walk in from the street, others are sent by pupil personnel or brought by their principals. Still others are screened through the Office of Exceptional Children. There may be from thirty to fifty students at the Advocacy Center at any given time. During the 1979-80 year, 247 students were enrolled for various periods of time.

Students entering Cabell are given an achievement test for academic placement and vocational preference tests. Those who are eligible may choose to embark on a credit program for a GED or a high school diploma: reentry into the home school is possible and is encouraged. The staff of two counselors and five teachers try to contact as many people and services as possible to understand the needs of the students in their program. They then determine how many credit hours of work is needed for each student and work is assigned accordingly. Individualized materials are used in the form of workbooks with a series of pre- and post-tests to determine achievement of objectives. Each student has a work folder and is permitted to work at his/her own pace. Teachers rove in the large classroom on the first floor, where most students work at desks, assisting when necessary. The staff is required to check work daily, replace it in a student's folder, and determine next assignments. This practice is sometimes postponed because of the many interruptions caused by behavior problems and unanticipated events. Individual counseling is available to students and

a variety of materials are available for students who are acknowledged as behaviorally disordered. The two teachers who are assigned to work with these students are certified in Behavior Disordered Special Education. Students are not labeled as such by the staff, nevertheless they often work in a separate, but adjoining room to the central classroom in the building. There is also a classroom on the second floor for language arts and adult education.

Two counselors sit at desks in the large classroom at Cabell which is centrally located for easy access by students and teachers. One of these has been designated as Acting Director of the program since the Director (also the head of one of the area's vocational schools) was indisposed due to an automobile accident. The counselors are concerned with providing a learning context from which all potentially threatening factors have been removed. Students are permitted to work in school in the morning and then to hold outside jobs in the afternoon. There is an effort to test students for vocational preference but there is no systematic placement activity. As part of their documentation process, the counselors maintain contact with students at the beginning of each year to determine if they are in the school or work environment which was indicated as their next stop. Telephoning and other informal follow-up is conducted. Records are kept for five years on the students. Testing is done as the needs arise.

There is a disciplinary policy at Cabell which all students are required to sign; yet students smoke in the halls of the school, and drugs and alcohol are reportedly used outside the building. Counseling and guidance are provided to help correct the situation. According to participants and documentation reports, the staff may call Braley and Thompson, a private counseling firm, to come to the Center to work with select students who have severe problems. This counseling firm is approved by the Exceptional Children Department of Kanawha County Schools. Additional training for the Youth Advocacy Center staff in working with disaffected youth is being sponsored by the Teacher Corps Project. Part of a series of events planned was a week-long summer workshop held in 1979 for parents, teachers

from other project schools, community persons, and the staff at Cabell. The theme of the workshop was "Working Positively with Troubled Youth." Braley and Thompson developed and delivered complementary sessions.

Those parents of students at Cabell who express interest in their children who are at school there (there are a number of students who do not live with or do not get along with their parents) are sent school activity calendars and grade reports. The private counseling firm mentioned above, the staff at Cabell, the social workers and probation workers are attempting to bring parents into contact with the Center to gain information about student behavior. The Teacher Corps Project is also trying to stimulate parent participation by encouraging the election of parents as representatives to the Community Council and their participation in all workshops about troubled youth and behavior management at the Cabell Youth Advocacy Center.

3. The Interns. Four Teacher Corps interns with varying educational backgrounds are working in the three Kanawha County project site schools. One intern has a certificate in teaching science, one in art, one in music (an accomplished singer), and one in social studies. Only one of the four original interns chosen before the 1979-1980 school year began remains in the program to date; the other three of the four described above were chosen one by one once the school year had begun.

a. Selection. The intern recruitment process involved advertising the positions at thirteen teacher preparatory institutions in West Virginia and the Mid-South Network and the National Teacher Corps Recruitment Center. A Screening Committee was established to supervise and participate in the final selection of intern candidates. The Screening Committee was composed of representatives from the school sites, from the project management team, from the school district, from the personnel department of the school district, and from the IHE.

Once applicants were identified as eligible by this committee they were invited to attend a seminar describing the interns' role, responsibilities

and commitment. Then individual interviews were held by the personnel department leading to the narrowing of the number of candidates to ten by the Screening Committee. A second interview resulted in the selection of four interns and two alternates. These four attended the Corps Member Training Institute (CMTI); when the group returned from CMTI, one intern was dismissed and in the fall two others left for full-time teaching positions. An ad hoc process was then established by the project management to choose three replacements--one of whom had been an alternate--two others were nominated by teachers and practitioners in the district who knew them. After screening and reviewing their records held at the personnel department of the school system, the two were interviewed by the project staff and the Community Council and were subsequently offered the positions.

Since the Project emphasized the enhancement of educational opportunities of youth from Appalachia and juvenile offenders, and working within the LEA structure, the candidates who applied for the intern positions were screened for:

- Knowledge and experience with multicultural contexts
- Ability and attitude towards working with troubled youth
- Ability to meet the requirements for entrance to West Virginia University
- Experience in working with minorities
- Ability to work within administration guidelines for an institution to make changes with an understanding of the structure, policy and power of the institution
- An understanding of the Teacher Corps Project
- Experience working in a variety of educational settings.

b. Training. Plans for the interns' training were directed toward the development of skills appropriate to all aspects of their experiences: instruction in school, involvement of the community in the educational process, familiarity with Teacher Corps' mission and goals, graduate student status, and knowledge of youthful offenders' educational needs and experiences with the justice system. An extensive plan incorporating the resources of the community agencies directly related to services for youth in Kanawha County schools and those of teacher educators at West Virginia University was designed; however, the loss of three interns and the addition of a new one every six weeks in order to bring the total to four in time for participation at school sites made it necessary to stagger the distribution of services and experiences.

(1) Corps Member Training Institute (CMTI). The four original interns participated together as a team at CMTI. Of the original four, the one remaining intern described this experience as useful for the acquisition of terminology of educational practice but not for the development of skills and strategies applicable to the reality of her experience once in the Project.

The interns who joined the Project after CMTI indicated that such an orientation would have been helpful for them. They received literature and an orientation to the philosophy of Teacher Corps from the Project Director. This was helpful, however they feel that it was not the same as experiencing the Institute.

(2) Orientation to West Virginia University. After CMTI, three of the original four interns and one new intern attended a brief summer session at WVU which included a course in Behavior Management by the project's chief consultant on Behavior Management and were assigned advisors to work out course selection. It was planned that some courses would be field-based and offered to the interns and teachers for graduate credit.

It was planned that other courses would be selected in the summer of 1980 by interns who will travel to the university and remain on campus for a summer session.

By the end of October 1979 the composition of the intern team which is now functioning in the Project was complete. Some of the new interns missed the amount of time spent at the senior high school, which was the first location for the interns. However all the interns were participating in graduate courses at the time of this visit, such as: Reading in the Content Area; Multicultural Education; Use of Videotaping in Evaluating Teaching Skills; and Computer-Assisted Instruction.

(3) Orientation to the Project Sites. The Team Leader was responsible for each new intern's orientation to the population of troubled youth participating in the educational program at the Cabell Youth Advocacy Center. As each intern was selected the Team Leader brought them to the Center for observation of activities. She drew together written resources from the Youth Advocacy Loop and from project documentation which described the problems of teaching troubled youth, including resources from the Multi-Institutional Teacher Education Center and the journal Update which concerns law enforcement education, among other related topics.

The four interns were brought into contact with the juvenile justice system through attendance at juvenile court sessions, during which the judge spoke with them about the disposition of cases. They spent one day with Probation Officers learning about their activities and becoming acquainted with those who visit Cabell. Assigned a task of writing case studies of youthful offenders in the site schools by the Team Leader, the four interns chose youth who are at Cabell and at Roosevelt. Each intern was directed to choose two youth at each school. The case studies are to follow the students throughout the school year. All of the interns indicated that the experiences they had during this week of contact with the juvenile justice system and its representatives was the most helpful experience to date in working with troubled youth. They recommended it for other interns working in Youth Advocacy Projects.

Two members of the present intern team participated in an orientation to the In-School Suspension Program at the senior high school in October of 1979. Then, as the interns began their instructional experiences at Roose-

velt Junior High, each team of two interns was oriented to the program by the assistant principal of the school and by being invited to attend the school discipline committee meetings which are held twice a week.

(4) Working with Practitioners and Community Agencies. The interns have participated in workshops which informed them about community agencies addressing the needs of troubled youth and have visited special programs which house runaways. A private couseling firm approved by the school district was hired by the Teacher Corps Project to advise the staff at Cabell Youth Advocacy Center, to present elements of counseling, including the use of videotaping in counseling, staffing principles, and the use of recreation activities to develop trusting environments and relationships. The new interns participated in this workshop. Some of the interns were active participants in the Youth Advocacy Loop Teleconference, gaining an understanding of the principles of networking community agencies, justice procedures, and schools for troubled youth. Others participated in a workshop on Positive Attitudes Toward Learning and agreed to support teachers' efforts in school sites applying the principles learned in this workshop. The interns planned and developed an exhibit and a slide tape program which they took to the National Association of Teacher Educators convention in Washington, D.C., February, 1980, representing their Project and the concept of youth advocacy inherent in it.

(5) Graduate Classes. In March 1980, the four interns were completing a year-long course entitled "Education that is Multicultural." The course was taught by a professor from West Virginia University who came to the senior high site once a week. The class was open to teachers in the site schools as well as the interns. In attendance were seven teachers, four interns, and other LEA practitioners. At the time of this visit, the students were giving reports which represented their areas of interest and the skills they had developed in the planning of instructional materials which manifested the principle of education that is multicultural. One intern presented an instructional module on black music with the assistance of a teacher with whom she had been working at the junior high site. The teacher's area of expertise was mathematics; however, as part

of the requirements of this course two members of the class had to collaborate on a module. This math teacher chose to work with the intern, whose area of expertise was music. The presentation involved instruction in the history of black music, its themes and styles and their relationship to history and sociology. The presentors then played some examples of music which they incorporated into the lesson, including an album of gospel selections recorded by a noted local singer and teacher at a project school. The intern presentor was also a backup singer on this album. The support for this presentation was enthusiastic. The professor applauded their efforts.

Future plans for graduate educational courses include a course in alternative education during the summer. As part of the syllabus of this course the interns who select it will have the opportunity to travel and to visit other programs in alternative education.

An educational research course is being planned to extend for the entire 1980-1981 school year. The interns have been considering their choices for research projects such as in-school alternatives to suspension and alternative education programs.

(6) Supervision by the Team Leader. It is the custom for beginning teachers in training to be supervised by a university faculty member who is knowledgeable in curriculum and instruction. The Team Leader in a Teacher Corps Project is responsible for ensuring that supervision of the intern's instructional experiences is carried out as per the agreement with the College of Education which will grant a Master's degree to the interns upon successful completion of the program. In this Teacher Corps project, the university is quite distant from the school district and there is a great deal of support within the district for the use of teachers with experience to supervise beginning teachers. The Team Leader who was chosen to coordinate the intern team is a practitioner from Kanawha County who was well-regarded by the Project Director for her experience.

The interns in this Project have all successfully completed the certification process. Therefore, the process of supervision as it is constituted for preservice teachers was not directly applicable. The Team Leader and the interns decided that visits by the Team Leader to interns' instructional settings would be made spontaneously by the Team Leader and upon the request of an intern. An observation checklist such as was introduced at CMTI (developed by practitioners in the Santa Barbara, California school district) has been adapted by the Team Leader for use in this project site.

The Team Leader explained that if an intern requested a supervision visit it was usually in the context of a request to assist in the development of a specific skill or the change in a specific behavior. An observational visit to the instructional setting would be made to focus on that behavior. During this observation the Team Leader would not record any data. This practice is based on a concern that students in the class sometimes develop a negative perspective on the ability of an intern if they assume that the intern is being supervised because of a lack of skills. Once the Team Leader has left the setting, notes are taken and expanded. The Team Leader explained that the interns--conscious of their status as certified teachers--are trying to establish a relationship with her based on peer or colleagial review, wishing to be treated as teachers with experience rather than as students or beginners.

(7) Teaching Activities at Cabell and Roosevelt Junior High School. The four interns have been scheduled to participate in instructional settings in all three of the project sites, for a twelve week period in each. At the time of this visit, four interns had already completed the first twelve-week activities at the senior high school and two groups of two interns had been functioning in different capacities at both the Youth Advocacy Center and at the junior high school.

At Cabell the interns worked as a team. The interns began by working with the staff as resource persons, assisting students in the completion of programmed materials for credits. This is the nature of the educational

program at this site and the regular staff is employed in this capacity as well as ad hoc counselors when any student has a problem.

The interns wished to use their skills in establishing instructional materials and lessons at the Youth Advocacy Center. They carved out a separate area for themselves in an annexed building where they established a creative center in a room previously used by the county to store football equipment. Cleaned entirely by students and interns, the room was then decorated with students' paintings on the walls. The interns systematically planned a series of field trips and focused recreational activities for Cabell students who wished to participate, as well as courses in which videotapes of movies and documentaries were shown, accompanied by structured discussion of relevant topics such as world history, physiology, and the effects of economic changes in American history. Throughout most of this semester, this course was held twice a week. However, toward the end of their assigned time at Cabell, the interns were asked to stop the course. The staff explained that it took students away from instructional time in which they could earn credits.

During the field visit, one of the special events planned for students at Cabell by this first group of interns to work there was a two-day seminar on health. For the girls, a representative from the Women's Health Center came to school with films about pregnancy and instructional aids including questionnaires and contraceptives. The following week, the two-day seminar was to be repeated for the boys. The speaker explained what happens at the Health Center when one comes for a visit and what the Center can provide for its clients. She lectured on the female anatomy and functions of the reproductive system. She asked questions about students' values about pre-marital sex, abortion, and pregnancy, and female-male responsibility in sexual relationships.

The speaker alternated using clinical terms and street or colloquial terms to refer to parts of the body and the functions of the reproductive system. This bluntness seemed to be directed at putting the students at ease. Some students laughed at first when the terms were used, perhaps because it

was unexpected coming from a person who was presented to them as a teacher. By the end of the second session, when the speaker described her own difficult and tragic experiences with birth control, abortion, and pregnancy, the students seemed to be very sympathetic to her as a person and as a woman. However not all seemed to take her instructions and warnings to them seriously. Some said they would not use birth control methods because none were one hundred percent safe; others said they would now be more aware of risks in preventing pregnancy.

At the same time the two interns were establishing special programs at Cabell, the two interns who were working at the junior high site were experiencing support from the administration and from the teachers for their efforts in special functions. One intern started a chorus and a class in music which she continued throughout the year. Both interns planned and directed a Black Heritage week for the school. They identified areas of experience of black members of the Charleston community and invited one of these people to the school each morning for an assembly. Throughout the school, teachers taught students the black national anthem and focused on the writing of reports and poems about human relations. All students enthusiastically participated, including those who previously had been more explicitly concerned about sports than about music, art and literature. Parents were invited, but only a few attended the assemblies. Other schools did not participate. While no formal evaluation had been done at the time of this visit, the assistant principal reported continued favorable response from teachers and students about the week-long celebration.

In March 1980, the intern teams were changing locations. The ones who were at the junior high site moved their base to Cabell and vice-versa. To work out their assignments, the interns going to the junior high met with the assistant principal and the Project Director. The researcher attended this meeting. Plans were tentatively made for periods in which the interns would work with teachers in science, math, and art. Since Roosevelt Junior High is also a school with an Alternative Learning Center (ALC), the Project Director requested that the interns provide some assis-

tance to this learning setting. She indicated that the interns could provide some kind of counseling experiences for the students in the ALC as there were none established at the present time.

The two interns met their teachers individually and planned instructional assistance with them. As of this date, the intern who is certified in science has designed an instructional unit for science students. He and his teammate have been assigned to the ALC for the period preceding lunch.

They function in the ALC with the support of other teachers, but are managing small group counseling sessions as a team: two interns with four students. There they have tried to focus on why students are sent to the ALC and what perspective they have on their future in that school and in others considering their experiences in the ALC. The interns have been asking students whether the ALC provides an appropriate punishment for the behavior which would have resulted in suspension. Interns report that students have preferred the ALC to suspension, but overall would have preferred a paddling because of its immediacy and finality. When interviewed, none of the students wanted to return to the isolation of the ALC. In the process of talking with students, interns found that some may have been sent there inappropriately by their teacher and the principal. The interns make an effort to identify which students fit into this category and with these they discuss career plans and future educational plans rather than behavior change strategies.

The interns who were at Roosevelt were transferring their base to Cabell at the same time. They had hoped to continue some of the activities which were established by the first team; however, they have been asked to discontinue their efforts to reinstitute the class using videotapes, because it was felt to detract from basic skills instruction. The staff at Cabell prefers the interns to work along with the teachers rather than being isolated from them in a separate building. One intern has established a seminar which focuses on career preparation including how to prepare for interviews and how to complete successful interviews. The staff at Cabell continues to expect the interns to work on a one-to-one basis

with the students and to function as assistants in the completion of workbook prepared materials to accomplish credits for the GED and for high school diplomas.

The unit on career awareness and career preparation will be continued as will be the field trips to community settings such as the Opportunities Industrialization Center (OIC) and the Career and Technical Centers. Thus, institutionalization of those successful practices will provide troubled students with greater practical experience and knowledge of the world of work.

(8) Community Involvement. The management of the Kanawha County/West Virginia University Teacher Corps Project planned for the interns to be actively involved in bringing educational instruction to the communities of the schools in which they participate and to be active in linking services with parents and schools to help troubled youth. Activities to accomplish these goals include participation in a tutoring program in a community center, teaching a course in computer operation and technology to members of the community, and participating in the activities of the Governor's Committee on Crime Prevention and the Office of Programs for Youth.

The Teacher Corps Community Council has as its major activity the organization and implementation of a tutoring program. All of the interns participate in the tutoring program. Although they have not been involved in the training of student and parent volunteer tutors, they are active as tutors themselves. The tutoring takes place in the evening in a community center in a black neighborhood. There are ten volunteers from the community and the four interns who work with 35 children on a weekly basis. The youth who are being tutored are ethnically diverse, coming from the junior high school site. The interns help many different students in science, math, social studies, and language arts. They assist students in studying for tests and in completing their homework, trying to teach concepts and informally testing students for the acquisition of concepts relevant to the lesson. The project has completed a 30-minute videotape

program which has been shown on local television and is available to other school systems and other projects. The tape explains how to recruit and train volunteers for tutoring.

One intern, whose area of specialty is science, taught an evening course in the use of micro-computers to interested members of the community.

His students were varied: a housewife, a realtor, an engineer, a grocer. They were all interested in learning about a computer's operations and all learned through the course how to write and program the computer on which they worked. Response from five students concerning their interest in following up this course with another indicates the utility of offering such courses to the community.

c. Training Consultant Visit to Cabell Youth Advocacy Center. Based on the request of the staff of the Youth Advocacy Center, and on the Director's perception of a need for training in team development and communication, the Director of the Vermont Youth Advocacy Project was selected, through the regional RCTR, to present two three-hour training workshops in two days at Cabell for project staff members, interns, and teachers and administrators from the Project site schools. The purpose of the training was to open communication among school staff and Project members and to demonstrate a strategy for working together toward increased project effectiveness. Fourteen people participated in the training. The workshops focused on program procedures, objectives, and communication problems. The trainer led the participants through exercises using the JoHari Window to build a base for effective intra- and inter-group communications and then moved to the identification of specific problem areas. Working in two groups of seven, the participants examined problem areas, identified possible avenues of resolution, and recommended future corrective action. Active participation of all attendees was evident.

D. Summary

The Kanawha County/West Virginia University Youth Advocacy Project is serving a community whose concerns are for the development of basic skills

among its youth and the recognition of the community's cultural assets. Basing the educational services it offers within the community, the Project is enhancing communication between members of organizations which serve troubled youth: the school and community agencies. This is being accomplished by integrating pre- and inservice courses which are also open to community members and parents.

The Project addresses the needs of troubled youth by offering support to educators who work directly with them in a Youth Advocacy Center--an alternative educational program for dropouts, disaffected youth, and behaviorally disordered youth--and in Alternative Learning Centers, in-school alternatives to suspension. Interns work in both these contexts and thus have the opportunity to develop skills in working with troubled youth. Because of the distance between the participating Institution of Higher Education and the Local Educational Agency, the Project is closely tied to the school district, where its headquarters are in a Project site school. This places the Project staff and interns in constant contact with the personnel in youth-serving contexts for whom the task will be to continue the work of educating the community about the needs of troubled youth, once the Project has been completed.

IV. UNIVERSITY OF MAINE AT ORONO/OLD TOWN RURAL YOUTH ADVOCACY PROJECT

A. Project Organization

1. Focus. The Teacher Corps Youth Advocacy Project which is a collaboration between the University of Maine at Orono (UMO), the Old Town School District, Group Home Consortium, and the Maine Youth Center, has determined to implement an interagency model for rural states. The conceptualization of this model is intended to meet the needs of troubled youth and the teachers, practitioners, and agencies who work with them in many different residential and conventional settings which are spread out over a rural state. In order to meet the basic outcomes of improved school climate, educational personnel development system, institutionalization, and adoption and adaptation, the staff has developed a program with components addressing:

- Prevention/Intervention/Reintegration
- Education That is Multicultural
- Exceptional Adolescent
- Community Council (School-Community Relations, Community Education, Interagency Focus)
- Educational Personnel Development (Interns, Local Educational Agency, Institution of Higher Education).

For each of these components, goals have been established which relate to the personnel development of those who work with troubled youth, the response of institutions to troubled youth, and the unification of services which are directed at solving problems of troubled youth. The Project has experienced difficulty in holding together some of the systems which have been put into place for interagency and inter-institution cooperation. However, others have been successful such as a Consortium for Group Homes and an Interagency Network.

2. Components.

a. Project Staff. The staff of the Teacher Corps Project has been chosen to address different program components within which they have expertise. The relationship between sites, program components, and program participants is represented in the Figure III-3.

b. Policy Board. In order to support the participation of all sites in setting the policy for the Project the Policy Board includes representatives from all. The members are: Dean of the IHE, Superintendents of the LEA and Maine Youth Center, Chairperson of the Group Home Consortium, Chairperson of the Community Council, one teacher from the Old Town school district, and one teacher from the Maine Youth Center. Ex-officio members are: principals of LEA and Maine Youth Center sites, one teacher from Old Town schools, the Project Director, the Assistant Dean of the IHE for educational and field services, and the Associate Commissioner of the State Educational Agency (SEA).

c. Community Council. The Community Council is large and representative of the variety of community members who are active in local education, in university activities, and those who are practitioners in the Old Town school district and in the Group Homes. The Community Coordinator has many years experience in volunteer organizations and is concerned with the operations of the Council, the election of the membership, and the attendance and participation of members on Task Forces. She works part of the week in an office in Old Town and part of the week in the Teacher Corps office shared by interns and the Team Leader.

Three students from the high school are active participants on Community Council task forces. At meetings they are genuinely concerned with effective operations of the Council and the planning of activities, such as a retreat to assess goals and an exchange with the Community Council of the Vermont Youth Advocacy Project. These are students who are not identified as delinquents or troubled youth. The Council has tried to include parents of youth who have been in contact with the juvenile justice

I. PROJECT STAFF

A. Director

B. Program Coordinator

- Education that is Multicultural
- Group Home Site Coordination

C. Site Coordinator

- Prevention/intervention/reintegration
- LEA sites coordination

D. Community Coordinator

- School/Community Relations
- Community Council Coordinator

E. Exceptional Child Coordinator

- Exceptional Adolescent Component

F. Team Leader

- Intern Educational Personnel Development
- Maine Youth Center
- Interns

G. Adjunct Staff

- Evaluator
- Graduate Assistants
- Reality Therapy Trainer (Maine Youth Center)

II. POLICY BOARD

III. COMMUNITY COUNCIL

IV. INSTITUTION OF HIGHER EDUCATION

A. University Faculty - inservice courses

B. Center for Educational and Field Services

C. Intern Advisor

FIGURE III-3. Program Components

system. However, the parent representative of this group has been reluctant to participate. It was suggested that this might be related to a sense of isolation experienced as the only member who is in that status.

Once the Community Council identified areas of need in its operations, a consultant was hired who is also the Dean of the Public Services Division at the University of Maine at Farmington. With expertise in the operations and evaluation of community participation groups, he attends the meetings and analyzes the interaction of the members in relation to their goals. He was instrumental in helping the members start their task forces after a nine-member group visit to the project in Vermont. The reports of the consultant are sent to the Community Council Coordinator; though they are available for review by all members, they are not being reviewed by all members systematically as feedback into the Council's operations.

Task forces have been working in the areas of dropouts, student activities, drug and alcohol abuse, gifted and talented education, and day care. At the time of this visit, the task forces were preparing to report on their work this year and to recommend activities for institutionalization. In addition, the members were planning a return visit from the Vermont Council and a retreat. The Chairperson who had been in place since the start of the Council, a lawyer, was leaving due to added job responsibilities. A new Chairperson was elected, the mother of one of the student members.

d. Institution of Higher Education. The Maine University system includes branches all over the state. The Teacher Corps Project is located in the Orono branch which is the only campus which offers both Masters and Doctoral degrees in the University of Maine system. Recent changes in the College of Education at Orono have established departments in Administration and Special Services, Curriculum and Instruction, and a Center for Educational Field Services. The Dean of the College and the Assistant Dean for this Center are both directly concerned with the delivery of services to the practitioners in the community areas which can be reached by UMO faculty. They have recently put in place a system with processes and procedures for teaching field-based courses. Through this system per-

sons who are not members of the college faculty may make application to teach field-based courses. The College of Education has established a project to broker educational services to local educational agencies called the Penquis Inservice Project, serving those agencies in Penobscot and Piscataquis counties. Interns are participating in field-based courses and earning credit through this division of continuing education.

The College of Education is committed to the study of models of student teaching supervision and is presently engaged with Teacher Corps in the development of a research study, using the Teacher Corps interns (among other interns) as subjects to assess the effectiveness of a supervision model. The Teacher Corps Evaluator is involved in this study, as is the Team Leader. The supervision model which is being studied is one used and developed in Santa Barbara, California and introduced through the Corps Member Training Institute to Teacher Corps interns and team leaders.

B. Intergroup Communication

1. Documentation. The Team Leader has been responsible for the coordination of the documentation system since the beginning of this 1979-1980 school year. However, all Teacher Corps staff have responsiblity for documentation. All meetings, communications, and phone calls of consequence are described in a narrative form for documentation. Meetings at the Maine Youth Center and at the Group Homes which focus on Teacher Corps business are noted and detailed reports are sent to the Documentor. Questions concerning the activities' relationship to basic outcomes are directed to individuals who are responsible for those program components. Some questions are available to everyone for review; others are available only to the staff. A lack of baseline data about the public school sites reportedly makes comparisons and changes difficult to analyze for the Documentor and also for the Evaluator.

2. Evaluation. This is also the first year the Evaluator has been working on the Project. A professor in the College of Education whose area of expertise is research and evaluation, his first job was to meet with

program coordinators and discuss objectives, raising questions about indices and a timeline for evaluation. He has examined the project activities to determine which would yield success; he has encouraged participants in the Project to talk to him before they begin activities; and he has supported efforts to do pre-assessments and follow-up reports for workshops and classes taught by the staff and by field-based instructors.

At the Maine Youth Center the Evaluator is working with the Task Force on Reality Therapy to plan and complete an evaluation of the implementation of the therapy, looking at differences in implementation by cottage. Behavior scales for student self-report and staff report, environmental scales, and a Reality Therapy activities index developed by the Evaluator are being used as instruments in a time series evaluation. At the time of this visit a first meeting was held with the Reality Therapy task force to discuss preliminary results from the first series of tests. Significant differences on some instrument measures were found for certain cottages, an issue of much interest to the staff who know the workers and directors of these cottages. Discussion was held concerning the reduction in time of the testing or possible condensing of the instruments which seemed to be redundant.

Concerned with teacher preparation, the Evaluator wrote a grant which was funded from the Dean's Council of Teacher Corps in order to develop and implement a supervision workshop. Teachers from the school district were invited to attend with their student teachers. Further efforts in this area are being supported by the University College of Education, the UMO College of Education, and the Teacher Corps Project in the study of the supervision of Teacher Corps interns' supervision model to be put into place in the fall of 1980.

C. Project Activities on Site: Personnel Development and Institutional Collaboration

1. Project Sites: Description. The Teacher Corps Youth Advocacy Project in Maine has defined its approach according to the needs of a rural state.

Since the settings in which troubled youth are experiencing educational programs are spread out over the State's populated areas, the project staff has attempted to adapt its philosophy and goals to site-specific needs. There are eight locations where teachers and practitioners are being served by the Project: a junior high school, a senior high school in the Old Town School District; a school for emotionally and behaviorally disabled youth in Old Town, four group homes where youth who have been in contact with the justice system and with the State departments of human services may live and also participate in educational programs; and the Maine Youth Center, the only juvenile correctional facility in the state for the housing of youth sentenced by courts for both definite and indefinite stays.

a. Maine Youth Center: Description. Serving over 180 youth, the facility is located in the town of South Portland on a tract of land which gives it the appearance of a campus. On the grounds, youth live in one-story and three-story brick buildings called cottages and attend school in two buildings. The administration is housed in an enormous fortress-like brick building in the center of the grounds. A center called "control" serves as admissions office and location for youth who have run away and are brought back to a 72-hour intensive care setting. The complex has recently added a security building. Up to the present youth who were harmful to themselves or others were placed in a security cottage, thus making space for other clients less available. There are no walls or fences surrounding the grounds of the Center. Youth walk in cottage groups from cottages to school for classes each day. The school program, which is approved to issue diplomas consists of 26 teachers who are all certified, some in special education. All have developed special skills in order to work with this population of students. The ratio of teacher to students is as low as 1:4 in remedial reading classes; 1:6 in vocational education classes; and 1:10 in GED classes. This ratio and the system of controls which the Center is able to mobilize is responsible (so the teachers and administrators report) for the success of students in school at the Center.

The Center's educational program includes both required and elective classes. Those 15 years old and over have the opportunity to elect vocational education and driver education which enables a youth to take the State licensing test. The vocational education classes offer training in welding, automotive repair, and electrical appliance repair. The facilities in a recently added school building are extensive. For example in the electrical repair class the teacher who has taught in public school for many years has developed his own instructional textbook and hands-on materials which are appropriate for the reading level, interest, and experience of the youth with whom he works. He teaches the theory of electricity as well as how to repair appliances such as televisions. Youth are given two weeks as a trial period to participate in vocational education. After this period they are required to make a commitment to the class they have chosen. Administrators of the school explain this policy is consistent with efforts throughout the Center to teach youth about responsible, goal-directed behavior.

In other classes, such as English, youth are given the choice of working in their areas of interest. They then have access to many varied books on literature including television plays. Funding has been obtained for a literary magazine. This has recently been published, including stories, poems, and essays by youth at the Center, selected by a review committee for appropriateness and readability. Since youth are generally at the Center for at least five months, the teachers use a regular marking period of nine weeks. Youth are expected to participate for 30 days out of a possible 40-50 in order to get credit and a grade. In general the youth in the education program here are two to three grade levels below that indicated for their age.

Youth who are 17 and older are eligible for the GED program which graduates students and presents them with diplomas given by the Center's school. One teacher assisted by a special education teacher and a remedial reading teacher prepares all the students in the GED program. He teaches the English content to the class as a whole and individualizes the instruction

for math. The teacher has found that scores on the GED test have been increasing each year since one teacher has been responsible for preparation of students in all content areas.

At the time of this visit the GED program was graduating a second group of students for the year--five in all, including some who had already been released from the Center. The activities included a buffet dinner prepared and served in the staff dining room. During a moving ceremony, the head of the GED program introduced all the youth, their parents and friends who were permitted to come as guests. The GED students had prepared hand-lettered and designed invitations for everyone, including the administrators of the school and the Center. The superintendent of the Center and other administrators spoke to the students about their achievements and how graduation related to the philosophy of the Center. Diplomas were handed out and two of the graduates made a presentation describing how their abilities had developed since participating in the course, enabling them to speak and write properly for this particular presentation. The celebration was infused with all the excitement and pride that graduations in conventional educational settings inspire.

The school and the Center's administration are concerned with alternative educational experiences for their clients. In this regard, two teachers developed a program of educational, counseling, and wilderness experiences patterned after a Pathfinder experiential program. Taking the ten youth who were the most difficult to work with--including two from the security cottage--the staff is planning an outdoor experience followed with testing to measure any change in attitudes of youth towards themselves and their relationships with others. The Center also sought and received support for admitting 40 youth into a CETA Weatherization project which provides training in skills of weatherizing buildings and which will pay the youth participants minimum wages.

b. Teacher Corps Sponsored Activities at the Center. As a Teacher Corps Project site, the Youth Center completed a needs assessment and established a Teacher Planning Committee whose task forces work in areas

of needs determined by the staff. In interviews the teachers explained that the advent of the Planning Committee has been extraordinarily helpful in bringing together teachers who were isolated in their content areas and in putting them in touch with other practitioners at the Center who are not directly assigned to the schools. The task forces on which teachers are working include: Intern Task Force; Graduation Committee; Resource Directory for Career Education; Child Abuse Seminar; Adolescent Study Team; Transfer of Information; and Reality Therapy.

The Maine Youth Center has made a commitment to incorporate Reality Therapy (RT) as a pervasive treatment modality on its grounds. This means that all the people who work on the grounds: teachers, cottage life workers, counselors, administrators, maintenance and food preparation persons, are being trained in using this approach. The Teacher Corps Project has presented an orientation workshop on the therapy to the Center. It has brought William Glasser to the Center and continues to build a direct relationship with him. A head trainer position has been established at the Center and a double "T" training model implemented sponsoring four other staff members to participate in training to establish a foundation for field-based control of training experiences. Aftercare workers who have regional areas of responsibility monitoring released youth in communities are also participating in training. Plans for the next three years include training of parents, volunteers, social service agency personnel, and recreation workers in this approach in order to provide a continuing support system for youth who leave the Center. The reality therapy trainer who spends part of her time at the Center and part at a University campus is also engaged in writing an orientation booklet explaining the therapy to youth who are entering the Center. Other field-based courses which augment the training in RT have been: counseling skills for teachers and innovative techniques in classroom management.

With a strong concern for the future of the youth who are sent to the Center, teachers are looking at the transfer of information between themselves and teachers in conventional schools. Teachers from conventional settings do come on visits to the Center; they are aware of

its goals and structure. However, they consistently report that youth who did well at the Center's school come back into their classes and fail. The teachers at the Center explain that youth are focused on getting out and that their behavior adjusts to the reality of spending a certain amount of time in the correctional facility. That, plus the support of Reality Therapy in the school which directs teachers to obtain commitments from all youth concerning their goals and behavior, establishes the appropriate reinforcement for successful school experiences. The Transfer of Information Task Force developed an elaborate description of the skills and material covered in their courses. The Teacher Corps Site Coordinator was negotiating with them to change this, at the time of this visit, reducing it to a chart which describes characteristics such as "works independently," "shows respect for others," "grasp of fundamentals." The teachers maintain that this does not accurately describe the performance and attitude of students within the constraints of the Center. This issue is currently under discussion.

Youth who are released from the Center and do not wish to return to regular schools have a choice of placement called Voluntary Educational Placement. If their living arrangements and travel considerations will allow, they may return to the Center during the day for classes in order to complete a program or obtain a diploma.

With the assistance of a researcher from the UM at Orono, two teachers at the Center are conducting a study of the runaway problem at the Center. Reviewing research on the conditions in a correctional facility which will prevent this, they have found that a structured environment, knowledge of the consequences of running away, uniting of staff in the same goal, support from local officials, and the development of significant others for youth contribute to a reduction in running away and the crime which follows it when youth have no money and no transportation. The teachers are being supported in their study by Teacher Corps which hired the consultant to introduce the concept of Action Research at the Center. Reviewing figures of runaways from the Center they have noticed a drop in numbers this year. They hypothesize that the use of a modality throughout the institution, such as Reality Therapy, has been responsible in its uniting of the staff.

Some of the teachers are quite outspoken in their concern that the treatment modality is not being applied consistently throughout the grounds. They cite the fact that some cottage life directors and workers are claiming to integrate the theory of RT with other theories of the origin of troubled behavior, with the support of the superintendent. The two, some maintain, conflict in their prescription for the treatment of youth. Explaining this to the RT trainer did not yield any changes. Conversations with the cottage life workers involved did not persuade either side of the utility of this integration effort.

Teachers also seemed concerned that in interactions with the staff the administration did not seem to be practicing the principles of RT. For example, when the administration contemplated a revised summer program, the teachers were asked to devise a suggested plan since two teachers at least were not in agreement with stated job requirements. This plan was accomplished and then ignored by the administration which mandated the plan for this summer: half-day school and half-day recreation and leisure education. Teachers who oppose expanding their roles to that of what they call recreation directors are filing a grievance on this issue. The administration expects them to continue teaching as directed while the steps of the grievance go forward. Teacher Corps is involved in this matter in that it is providing the assistance of a UMO professor to develop objectives for the summer program for teacher and student needs. Further, the interns were expected at the Center from May through most of the summer and their activities--which are not yet determined--will be affected by decisions made.

c. Group Home Sites. Teacher Corps has helped to support the established Group Home Consortium to provide the different and distanced community-based homes for troubled youth with a political, financial, and social interaction support system. Hopes that this group will continue and be able to collect its own funds, assess and provide its own training for its practitioners have been raised by the active participation of the homes in assessing needs and working with Teacher Corps staff to accomplish training activities. The four Group Homes from the consortium which are Project sites include:

- The Community School in Camden, Maine: Located in an old farmhouse, this setting stresses an alternative educational experience--youth may work for a GED or a High School diploma--and requires all youth to work to contribute to their room and board. A UMO professor of special education has helped the staff to develop a screening instrument with reading and math tasks for the youth who enter this school, and has been helping the director of the school in his efforts to conceptualize a study concerning line-worker burnout in similar settings. This study is planned to reach all the workers in the group homes and the Maine Youth Center.

- The Homestead in Ellsworth, Maine: A rustic setting has been utilized for more aggressive youth who have been in contact with the justice system. The staff here has been working on the development of curricula which will provide skills transferable to high school for their clients, with the help of a course taught by the same instructor as at the Community School.

- St. Michael's in Bangor, Maine: A rambling facility--once a treatment location for tuberculosis patients--in a wooded setting serves youth who are under 14 years of age through referrals. Using comprehensive screening and assessment interviews, youth are admitted for both therapy and for schooling and are eventually placed in family settings or other long-term placements. Everyday youth are driven to St. Joseph's School in Old Town, part of the Southern Penobscot Regional Program for Exceptional Children, where they participate in a complete educational program for behavior handicapped and learning disabled youth: academic instruction, pre-vocational industrial arts, physical education, and home economics. The teachers and counselors here have been oriented to Positive Peer Culture, a modality which focuses on the peer group as monitor of behavior change.

- Atrium in Bangor, Maine: A community-based home for juvenile offenders and runaway youth, most of whom are being supported by

the State and will not return to a family setting; this setting is particularly concerned with youth who are in crisis situations and require very specialized interactions with staff.

All of the group homes are small and serve from 8-19 youth at a time. All staff are concerned with developing special skills in counseling, motivation, behavior management, treatment and identification of alcohol and drug abuse. Teacher Corps has provided a number of different learning experiences for the staff based on their assessment of needs. For St. Michael's, a seven-week training program in group process and the use of groups for therapy was held. A slide-tape presentation of the history of the facility and the response to this extensive training period was made by the Teacher Corps Program Coordinator. Field-based courses in motivation and the acting out adolescent were offered to staff of group homes at Atrium by a graduate assistant in the counseling program at UMO; a workshop in the theory and practice of Social Competency was sponsored by the Group Home Consortium; other in-service education offerings for the group homes included: positive peer culture training to staff of St. Joseph's School, curriculum development in the area of family life education for the same group of staff, and in-service education for group home staff in curriculum development for teaching emotionally handicapped youth.

Two Teacher Corps staff members, a graduate assistant who taught courses in motivation and the acting-out adolescent and the Program Coordinator who is also group home liaison, were in the midst of planning a retreat for Group Home staff at the time of this visit. To be held for two days at a remote spot on the Maine coast, the retreat was planned to give workers in the Group Homes an opportunity to assess their experiences during the year and to share skills and support strategies with fellow professionals in a non-work setting. Plans were also made to integrate the principles of education that is multicultural through the use of a game which exposes its players to the realities of communicating with different cultures.

Due to the concern of Group Home workers for youth who have alcohol and drug related problems, the Teacher Corps staff arranged for a meeting with the staff of the Alcohol Institute (AI), a training and information delivery grantee of the Office of Drug and Alcohol Programs (ODAP). At a meeting which was held during the time of this visit, members of the Atrium group home and Teacher Corps Director and coordinators met with the staff to discuss the kind of training they could provide and their philosophy of working with adolescents. The staff described their philosophy of training and explained that the therapy with patients which they endorsed relied on principles of Reality Therapy, which was found to be consistent with the treatment modality preferred by the practitioners at Atrium.

The staff from the Teacher Corps rroject was interested in the resources of the AI for school systems as well. They were told by AI trainers that they would only work with a school system if they had the approval and cooperation from the superintendent and a commitment from the entire personnel system in the school district which would be involved in education and policy change concerning alcohol and drug abuse identification, prevention, and treatment.

With agreement reached about the plan for training group workers in groups, allowing for staff schedules, plans were also made to consider the evaluation of such an inservice program from the beginning, in order to meet the accountability the Teacher Corps Project has to basic outcomes of dissemination and institutionalization.

The Group Homes, the Maine Youth Center, and the Old Town school district, with the participation of social service agencies, were active in the Teleconference held concerning networking of agencies which work with troubled youth. In order to continue this effort an Interagency Network has been formed which is making attempts to continue communication and facilitate referrals of youth within the State.

d. Old Town Schools. The Old Town school district serves many different kinds of families including the Penobscot Indian families living on a reservation called Indian Island across the street and a bridge away from the center of Old Town. Many other families trace their ancestry to French-Canadian settlers who established French Island. The school system also absorbs those students from other districts who choose to come to the junior high for ninth grade.

The Teacher Corps Project, which has the support of the superintendent of schools, is working most directly with teachers in the Joseph A. Leonard Junior High and Old Town Senior High School. However, all teachers in the district have the opportunity to participate in activities sponsored by the Project. Most of the field-based inservice delivery courses which the Project sponsors are located in the junior high.

The Project has on its staff a Site Coordinator who has been a teacher, a principal, and an officer of the Maine Teachers Association. This seems to be key in his influence with principals and teachers. Sometimes the negotiations for project-related activities are quite delicate. The two principals involved are very different in their interest in Federal programs. The junior high school principal is instrumental in the use of the project facilities for his school. He has been a Teacher Corps Associate and describes himself as a counselor. The senior high school principal does not favor Federal programs in local schools. He is more reluctant to take advantage of the opportunities for the teachers and for himself; however, he has asked the assistance of the Site Coordinator in the development of a Drug Awareness Workshop given in January, 1980. Also, teachers from his school participate in the Community Council, as do some students, and have applied for stipends to do research and curriculum development with the support of Teacher Corps.

The Site Coordinator is responsible for visiting those teachers who have been awarded stipends to do special projects and to maintain a file on their work. Attending one such meeting in the high school, he talked with an English teacher who has a class of remedial readers. This teacher

noticed that certain articles in magazines sparked student interest. He developed Activities Packages which include adventure and sport-related articles and study guides. The students read the articles and work on the guides individually, in class or in the school's reading lab. With the cooperation of the reading specialist the students' changes in reading levels will be monitored.

The purpose of such stipends is to provide teachers with money to devote time to curriculum development and to provide the Project with a product which can be disseminated. Other special teacher-developed approved projects include: materials to teach basic home maintenance repairs to special education students; Resource Guide of Materials for Vocation Training for use by special education students and their teachers; and a Literary Magazine for junior high students.

The Teacher Corps rroject has been and continues to sponsor field-based courses for the Old Town school district teachers and counselors such as: Reading in the Content Area, Conditioning and Fitness for Coaches, Media in Education, Individual Counseling and Responsibility Experience (I-CARE), Interpersonal Communication Skills, Group Process and School Climate, Curriculum Planning and Methodology for Teaching the Emotionally Handicapped. In addition, in response to the junior high school's desire to establish a gifted and talented program, the Teacher Corps Project is sponsoring a consultant to help the teachers plan, develop, and establish such a program.

The junior high school principal has been actively involved in the I-CARE class as a participant and as a supporter of the participation of his teachers. The course, developed and taught by a professor in the Counseling Education Department, has been offered in two parts. The first is an introduction to the skills and practice in communicating with people and being sensitive to one's own feelings which are involved in that communication. The second part, called I-CARE II, consists of training a selected group of the students who have achieved these skills and specific strategies for working with other teachers and in contingency management.

In this course students with problems were assigned to the participants and case studies were prepared as products of these ongoing interactions. Both courses involve videotaping interactions and analysis of interactions with participants, recalling how they felt as they interacted with their client. The I-CARE I class was co-taught by a counselor from the high school and the IHE faculty member.

The coordinator for the Exceptional Child Component of the Project's program is developing a different kind of inservice course for elementary school teachers who do not wish to attend a class every week at their school. Individualized packets in the areas of curriculum developed for the mainstreamed child, identification of the exceptional child, and behavior management are being designed so that a facilitator can help monitor their use. Teachers will work on their own and meet every three weeks. The concept of an Adolescent Study Team which helps to facilitate services for exceptional children has been supported by this project and the coordinator of this course will try to introduce it and gain support for it among teachers through the use of another packet yet to be designed.

The high school principal and his staff are making several efforts to educate and train teachers, parents, and students in the problems and treatment of alcohol and drug abuse. A Community Action Group formed from their involvement in a Regional awareness program has sponsored a local awareness program, which interested 500 people from the community, and an education program in which types of drugs and paraphenalia related to drugs were displayed through the demonstration and hands-on activities planned by experts. In addition a Teacher Corps-organized workshop brought together the teachers in the district, community members, and experts including the drug and alcohol counselor at the Maine Youth Center. The focus of the school's intervention efforts is the parents. Additionally, community merchants are asked not to sell drug-related paraphenalia and are given posters to display describing the support of the school district for their actions. Senior high school youth are being trained by school practitioners to talk with sixth graders about drug abuse. Curriculum intervention with fifth and sixth graders is being considered and developed.

The diversity of cultural background in Old Town provides a natural opportunity for the Teacher Corps Project to emphasize education that is multicultural in its activities. When the first grant proposal was written, this component was defined in terms of the differences in socioeconomic class among residents of the area, considering that different cultural groups would be represented in this classification. There is lack of universal support in the school district for programs which emphasize the diversity. Yet the Program Coordinator, the Community Coordinator, representatives of the Penobscot Nation Health and Social Services, a representative from the correctional department for the district schools, and the UM Native American Counselor met to plan interventions in schools in the district which would focus on education that is multicultural.

Of specific concern to the Project because of its youth advocacy focus is the issue of transition of Indian youth from school on Indian Island to school in Old Town.

The meeting highlighted the differences in experience represented there. The UMO Native American Counselor explained--each time suggestions were made--that he tried and succeeded in getting funding for a counselor position in schools to assist in transitions from the State Legislature. Yet the hiring of non-Indian persons to fill this position once he had left had made the purpose unobtainable. The position was described for certified counselors only. Since no Indians could be recruited who were certified, they could not fill the position with a Native American. Problems of encouraging youth to remain in school were considered as the Counselor explained that some Native American cultures permit youth to make the decision about dropping-out on their own, according them adult status.

The group discussed the issue that there are some positions "which only an Indian can fill." They decided to use the opportunity of a cultural week planned by the UMO counselor in the fall of 1980 to bring community members, school board members, and Native American youth to the University to enhance their identification with their culture and at the same time raise their awareness of the opportunities available for them within the institutions of other cultures.

Further efforts in the program area of education that is multicultural include courses taught by the Program Coordinator, A Teacher Corps Associate, on this subject at the university for graduate level credit.

2. Intern Component.

a. Selection and Background. The UMO/Old Town Teacher Corps interns were selected through a process of application and interview of 14 finalists by the Project's Policy Board.

The interns were selected after criteria had been established which emphasized background and experience in working with troubled youth in different areas, such as education and vocational counseling. The interns who make up this team have a great deal of experience and are somewhat older than interns in other Projects. The team consists of: a former free-lance writer--still writing a newspaper column about young people's problems--who was a Peace Corps volunteer, is a mother, and has experience in the area of curriculum development; a former Family Worker, who was a counselor to severely emotionally disturbed deaf adolescents and their families and has experience in the area of crisis intervention counseling; a newspaper writer and poet also a mother, with experience in reading education; and a vocational counselor and employability developer and mother who has worked for CETA in the training of enrollees and has an educational background in psychology.

b. Corps Members Training Institute (CMTI). This team went to the Corps Member Training Institute and found that they were placed in a cluster of teams who were younger and had less experience. They found that the training was focused at the middle range of experience and was superficial in its coverage of the issues.

c. Orientation to Project and Community. Prior to attending CMTI, the interns had an orientation to the UMO Teacher Corps Project, the proposal, and the objectives of the grant. Upon their return to UMO, the interns began a number of observational and experiential activities as an orientation to the Project sites and their communities:

- Participation in a Child Abuse Workshop at UMO sponsored by Teacher Corps

- A week-long orientation at St. Michael's group home

- Participation in a two-day inservice workshop at the Maine Youth Center where there was an introduction to the use of ACTION Research

- Two-week orientation to the community including visits to local industries to become familiar with the economic base of the community and visits to local youth-serving agencies including the County Sheriff's office

- Two-week orientation to the Maine Youth Center

- Participation in workshops with William Glasser

- Participation with the representatives of the Old Town school district in a drug and alcohol workshop for the region

- Two-week orientation to Group Homes.

d. University-Based and Field-Based Course Preparation. The intern team has chosen different areas of specialization for both certification in secondary education and for accomplishing a Masters degree in education. To achieve these goals they are matriculating within the university College of Education, and the university system for continuing education, participating in field-based courses at the sites around the Project.

A variety of University courses are being taken, from counseling, to school administration, to reading instruction, to special education for emotionally disturbed, learning disabled, and handicapped children. Interns participated in field-based courses at the group homes in motivating clients and in curriculum development for the emotionally disturbed adolescent.

In addition the interns' activities at the sites have included: teaching sign language, working on an individual basis with special education students (Old Town High School and group home); developing a curriculum guide for core subjects (group home); developing information materials about the sites; starting a student newspaper at the Southern Penobscot County Regional Learning Center; a supervised teaching assignment in English; practicum in reading (both at the Old Town High School); developing an orientation and training program for incoming students in the use of library facilities at the Old Town High School; counseling internship at Old Town High School, including introducing the activity of Job Shadowing, working with small groups and individual youth who are likely to drop out, teaching students to use the Guidance Information System to identify resources and areas of interest in school and careers; and teaching parenting skills and creative techniques with children in the Old Town Adult Education program.

The interns have been actively participating on task forces with the Community Council and were involved in the Satellite Teleconference in the fall of 1979. At the time of this visit the interns were completing their activities in the project sites and were preparing to travel to South Portland where they would begin a 12-week internship at the Maine Youth Center. The interns were planning to share an apartment. The length of time of the internship and the distance from the rest of the project sites indicated an extended separation from their families.

The nature of the internship had not been determined as the teachers and the management of the Center were in dispute concerning the type of summer program which would be established. According to Teacher Corps regulations, the interns cannot take a teacher's place in a program. They must participate in the role of apprentice. Thus the Center cannot use the interns as substitutes for those teachers who do not wish to instruct in recreation and leisure education. Whatever the opportunities available at the Center, interns will be working with troubled youth and they will have an opportunity to apply Reality Therapy which is being utilized as the primary treatment modality at the Center.

In the fall of 1980 the interns will participate in a supervision experience which is part of the study undertaken by the College of Education concerning supervision models. The Santa Barbara Supervisory Package and videotaping of performance will be followed by Interpersonal Process Recall with the Team Leader--a former Old Town high school teacher--analyzing communication skills within the classroom. The interns will each develop a personal instructional model, detailing objectives and strategies as a classroom instructor. Three settings will be used in analyzing interns' classroom behavior: criticism sessions for evaluation with the Team Leader; group meetings with all four interns; and self-evaluation with the Team Leader.

3. Other Project Activities. The Teacher Corps Project is actively involved in developing a Mobile Professional Library which serves its sites, especially the group home sites. Included are about 30 books chosen through recommendations of faculty and especially with the help of the coordinator of the exceptional child component. The Program Coordinator is directing the development of brochures which describe the facilities and programs of all the group homes. In addition he is responsible for the professional-looking newsletters which are distributed throughout the Project. All Project participants have opportunities to contribute, including the interns, the LEA personnel, and the group home staff who write program updates and book reviews. Several members of the Teacher Corps staff have been lobbying the State committee which selects representatives to the White House Conference on Families. They are making an effort through testimony and providing information about the Project to obtain places for staff and especially for youth from Maine at this conference.

D. Summary

The UMO/Old Town Youth Advocacy Project approaches the problems of delivery of services to personnel in youth-serving contexts scattered throughout a rural state. To enhance the skills of this group of personnel, the Pro-

ject is providing support for personnel involvement in the development and delivery of training in the areas of need which directly affect educational success for troubled youth.

The Project site selection--a correctional facility, community-based residential alternatives for troubled youth, and conventional secondary schools --promotes communication between role groups traditionally segregated from each other. This opens opportunities for personnel working together for youth in transition from one educational context to another. Interns are teaching in all the sites. In addition, interns work with teachers in the areas of educational screening, curriculum development, and counseling. The Institution of Higher Education, while participating in the certification of the interns, is also actively participating in the delivery of field-based services in order to account for the separation and particular schedules of those who work with youth in community-based and correctional settings.